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ABSTRACT

This report describes the activities and accomplishments of an institute for college credit at the post-master's degree level which focused on the provision of better library materials and the development of library programs for ethnic groups. The institute was organized in four parts: (1) ethnic studies--heritage and contribution of minority groups, their treatment in library media, demography, history, politics, and sociology: (2) development of library programs for minorities--assessment of ongoing programs and new designs in programming: (3) library resources available for public libraries, school and college libraries: and (4) ethnic resource facilities, specifically in the metropolitan New York area, examined in class and on field trips. A comparison of actual accomplishments with stated goals and objectives reveals success in 11 of 14 goals and in the five objectives of the program. The report presents major changes or revisions in the program, the impact on Queens College, evaluation reports, unique and innovative program features and activities, problems and their solutions, field trips and accomplishments, and program effectiveness. In conclusion, it recommends that the course of study outlined here be included in the curriculum of library education. Various aspects of the program are detailed in 14 appendices. (Author/RAA)

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PERFORMANCE REPORT

for

ETHNICITY AND LIBRARIANSHIP INSTITUTE II:

MULTIETHNIC LIBRARY MATERIALS,

PROGRAMS AND SERVICES

in

NEW YORK CITY AND ITS ENVIRONS

Long Island, Westchester,
Connecticut, New Jersey

Held at:

GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES
QUEENS COLLEGE
Flushing, N. Y. 11367

September 1, 1977 -- August 31, 1978
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* * * *

I. INTRODUCTION

Previous Institutes, held in 1972 and 1975, were concentrated into a four and three week period, respectively. They were full-time operations, i.e., 9:00 A. M. to 5:00 P. M., with participants recruited from various sections of the country.

The scope in 1972 was limited to Asians, Blacks, Mexican Americans, Native Americans and Puerto Ricans. Emphasis was on the creation, selection and utilization of library materials for minority groups. In 1975, the scope was expanded to include the major minority/ethnic groups and the focus moved to selection of materials and program development. School, public and college librarians were invited to participate. Certificates were awarded for satisfactory performance, with an indicated graduate credit equivalency.

The current Institute was designed to run for a full academic year with six college credits awarded on the Post-Master's level. While the focus continued to include provision for better materials, program planning moved into a more pronounced emphasis. Ethnic groups in the metropolitan New York area were considered, i.e., Asians, Blacks, Germans, Greeks, Haitians, Irish, Italians, Jews, Latin Americans, Native Americans, Polish Americans, Puerto Ricans, Scandinavians, Slovaks, and other Eastern European Americans. The participants were recruited from New York City, Long Island, Westchester and New Jersey. They represented, primarily, schools and public libraries, some colleges, and one special library (newspaper).

The Institute was organized into four components:

1. Ethnic Studies: heritage and contributions of minority groups; their treatment in library media; demography; history; politics and sociology.

2. Development of Library Programs for Minorities: assessment of ongoing programs; new designs in programming.

3. Library Resources: available for public libraries, school and college libraries.

4. Ethnic Resource Facilities: specifically in the metropolitan New York area, these were examined in class and were included in a field trip program.

The results of all this activity are considered in the reports which follow. Three quarterly reports were submitted during the ongoing period of the Institute wherein some of the more obvious developments were reported. For example, the 30 session course of study covering the entire academic year superimposed on a full work schedule for every participant (except one) proved to be less advantageous than the previous full-time Institutes over a three or four week period.

II. COMPARISON OF ACTUAL ACCOMPLISHMENTS IN TERMS OF THE STATED GOALS AND OBJECTIVES

Despite an extensive set of goals and an ambitious group of objectives, much was accomplished; this, despite a strenuous time setting for the participants who commuted long distances, in rush hour traffic, during the three seasons of fall, winter and spring, complete with rain, snow and sunshine.

With respect to the goals, the evidence is that fourteen goals, no matter how pertinent, were too many to cope with effectively in one Institute.

The record shows that:

1. We did expose the participants to techniques for developing demographic and sociologic profiles of the target ethnic groups with the help of the Census Bureau and special consultants.

2. Our major efforts were spent in dealing with history, heritage, cultural values and special contributions of the ethnic groups in the New York area. The participants never tired of listening to the ethnic resource specialists.

3. We did not develop a Directory of ethnic publishers and resource organizations. This was actually done outside by the ALA Task Force on Ethnic Materials Information Exchange (SRRT) and is now available from ALA Publishing Services. The best we could do was to develop a brief annotated list of ethnic library facilities in the New York area.

4. The goal for weekly written evaluations of pertinent library media with an ethnic content was aborted by the resistance of the participants. Before the end of the fall session, we discontinued these weekly assignments in order to have the participants concentrate on their special projects or task force assignments.

5. Considerable input was provided on the development and use of foreign language or multilingual collections. However, materials for certain foreign language groups were difficult to identify, such as Haitians, Russians, East Asians, and certain Latin American groups (i.e., Colombians, Ecuadorians).

6. It was demonstrated that new, quality, multiethnic materials are constantly needed to meet current needs: the evaluation process, when properly applied by each librarian, will keep quality levels high and superficial levels low. Publishers need to be kept informed.

7. Participants were alerted to the key innovative programs in the city. The Langston Hughes Community Library and Cultural Center, the Brooklyn Public Library Spanish Information Center in Williamsburgh, the Chinatown Branch of the New York Public Library, the Holocaust Project at John Dewey High School in Brooklyn, and the Bilingual Resource Center of the New York City Board of Education, were clearly identified by means of field trips or special classroom reports.

8. Our plans for developing a set of recommendations for dealing with minority groups that would be appropriate for writers, publishers, librarians, teachers and library organizations, did not materialize. Future Institutes and library schools must deal more intensively and systematically with the sensitivity required by professionals in interpersonal and interethnic relations. It was not possible to do justice to this goal with an overloaded course of study.

9. Opportunities were provided to the participants for more effective use of ethnic library materials in schools and libraries by means of classroom demonstrations in the use of film and special individual videotaping projects.

10. Gaps in needed materials were identified and strategies were discussed for overcoming those gaps, e.g., meetings with publishers, activity in professional organizations, and resourceful creativity among teachers and librarians in "doing their own thing."

11. Awareness of diversity among and within ethnic groups was given special attention all through this Institute.

12. Special attention to the defense of intellectual freedom and the means of overcoming racism and sexism in libraries -- in at least two Institute sessions -- provoked serious discussion and an exchange of opinions.

13. The bilingual concept was presented to the participants in a very effective manner by specialists from the New York City Board of Education Bilingual Resource Center. Bilingual educational materials were distributed for use in schools and libraries.

14. An exciting segment of the Institute was devoted to training the participants in the use of videotaping as a source of ethnic documentation.

The five objectives were more clearly fulfilled than the numerous goals mentioned above. For one thing, the target ethnic groups in the New York area were precisely identified in terms of heritage and cultural values as potential library users. As a followup to these objectives we developed approaches for building library collections with an ethnic content which would presumably appeal to these target groups. In fact, we recognized that it was crucial for libraries to make contact with these ethnic groups by means of special information and referral services designed for their needs. Libraries are still in a state of financial crisis. New ethnic users would convince the city fathers that libraries need support along with schools, policemen, firemen, etc.

In addition, it was a prime objective to convince the professional staff that understanding our multiethnic community is a necessary ingredient to build better libraries and better rapport with the potential ethnic users. The concept of ethnicity is something we must consider whether we are engaged in collection building or creative program planning.

Finally, we thought so much of the potential of this Training Institute for replication that we added a videotaping component with the final tapes representing an important ethnic document. One videotape was especially prepared, entitled,

"Eye on Ethnicity", highlighting the most interesting sessions of the Institute. A copy is being filed with this performance report.

III. MAJOR CHANGES OR REVISIONS IN THE PROGRAM

Fortunately, no major changes had to be made during the 30 sessions of the Institute. We had to shift sessions from one week to another when consultants could not keep their assignment dates. For example, the Census Bureau representative failed to appear for the session on the demography of immigration because of an emergency staff meeting called in Washington. Materials were nevertheless made available so that it was possible for the Institute Director to make the presentation necessary for the information of the participants.

In coordinating the Institute course of study with the current Fellowship program, the Colloquium Series scheduled by this Department was given special attention so as to make the programs appealing not only to the minority Fellows but also to the Institute participants, the student body, the faculty of this library school, interested professionals and community leaders. This arrangement paid great dividends in attracting the public and interested students and faculty from the Queens College campus at large. Financial support was shared by allocations from both the Institute grant and the Fellowship grant.

The Colloquia mentioned above included the following speakers and topics:

1. "Ethnic Access: New Approaches in Organizing Library Collections, or Critiques and Reforms in Cataloging" -- addressed by Sanford Berman, Head Cataloger, Hennepin County Library, Minneapolis, Minn.

2. "Opportunities for Training in Minority Librarianship in Federally Funded Programs" -- addressed by Frank A. Stevens, Chief, Library Education and Postsecondary Resources Branch, U. S. Office of Education.

3. "The Library Awareness Program (LAP)" -- addressed by Lucille C. Thomas, Assistant Director, Center for Library Media and Telecommunications, New York City Board of Education; and President, New York Library Association.

4. "The Librarian's Responsibility Towards Racism, Sexism and Ethnic Discrimination" -- addressed by Gerald R. Shields, Assistant Dean, SUNY at Buffalo, School of Information and Library Studies, New York.

IV. IMPACT ON QUEENS COLLEGE

This third federally funded Institute on Ethnicity and Librarianship was thoroughly publicized on the local campus. Students and faculty expressed a guarded interest in the work of the library school. Further, in developing an Ethnic Materials Information Center, with materials purchased under the terms of the Institute grant, students and faculty dropped in to browse and to use some of the reference materials available in the collection. Evidence is mounting that the work of the Institute is being recognized by the President of the College. He has expressed publicly an abiding interest in developing an Ethnic Studies program on the Queens College campus. Our help has been solicited and we, in turn, have asked for at least nominal financial support to insure the continuance of the ETHNICITY AND LIBRARIANSHIP PROGRAM year in and year out. The faculty of this Library School has officially voted by resolution to make the Institute a permanent feature of the instructional program. The President of the College has expressed sympathy for the program and hopes to make available some financial support. David Cohen, Project Director, was designated by the President as the official observer for Queens College to the White House Conference on Libraries and Information Services.

V. EVALUATION REPORTS

A. Inside Evaluation

After every session, sheets were distributed with questions prepared by different participants for each session, to elicit feedback reactions by the participants. The responses were useful in revealing the up and down elements in the Institute. These feedback sheets generally indicated satisfaction with many of the presentations by the consultants. Those presentations that were poorly prepared were sharply criticized. At least one presentation caused some sharp disagreement over the extent of the toleration of one ethnic group for another. Feedback reports from week to week provided useful information for the staff in discussions on improving each of the succeeding sessions of the Institute.

The summary report of these inside evaluations, prepared by Barbara Martin, our Media Specialist, appears in full in the Appendix (# I). Briefly, the following highlights should be noted:

1. Participants are generally impressed with high quality of resource people.
2. More time for open class discussion is called for.
3. Participants complained of heavy work load.
4. The quantity and high quality of class materials distributed were very much appreciated.
5. Video training was found exciting and helpful by many.

B. OUTSIDE EVALUATION

Two sets of evaluations were provided, one by an evaluation team of Joseph and Grace Giordano, who are associated with the Louis Caplan Center on Group Identity and Mental Health; the other came from Prof. Laurence Sherrill, Pratt Institute Graduate School of Library and Information Science. Both

sets of reports contributed much by way of insightful understanding of the Institute proceedings.

The techniques used were quite different. The Giordanos openly discussed at great length the conduct of the Institute with the participants in several group situations. Some written information was elicited, but nothing very extensive or formal. Prof. Sherrill attended a number of sessions, listened to what went on at great length and then prepared a formal instrument in which the participants could provide their opinions according to a statistical scale of values. The results in both evaluation reports were extremely gratifying to the Institute staff. The full reports appear in the Appendix (# II and III).

The concluding summary of the Giordanos' evaluation report indicates that the participants felt that the content, speakers, media, resources and field trips dealing with ethnicity and ethnic groups were positively excellent. However, the common complaint expressed by many of the participants was that not enough time was provided for open discussions among themselves. They enjoyed listening to the special consultants, but they felt that too much was expected from them in the form of written evaluations of library media and task force reports. We now agree that the work load projected in this Institute was overwhelming for librarians who are fully employed during the work day. More opportunities for relaxing and talking informally with one another should have been provided to discuss individual and personal situations.

We are grateful to the Giordanos for the following recommendations which they made:

1. There should be at least three sessions early in the Institute that would focus on the experiential value of the participants' own ethnic identity.
2. There should be adequate balance in the group between the use of personal experience and intellectual aspects of ethnicity.
3. A certain number of sessions should be set aside for problem-solving and case presentations related very directly to the multiethnic communities served by the participants.
4. Clarification of the ethnicity concept may be achieved by dealing separately with the psychological and social aspects (identity, self-esteem) and the political aspects (minority status, group conflict) of ethnicity.

Prof. Sherrill, in his overall evaluation of the Institute stated that:

> "This Institute was notably more successful than its predecessor. The major difference between the two rested in the difference of attitudes of the participants."

In contrast with the previous Institute, where there was some feeling of hostility and distrust among the participants from different ethnic groups, here there was more evidence of a feeling of comraderie joined with a willingness to understand and accept differences between ethnic groups.

The reasons given by Prof. Sherrill for these sharp differences related to:

1. The full academic year provided more time for the participants to get to know one another.
2. There was much more concern with sensitivity and interpersonal relations in the conduct of this Institute.
3. There was obviously a tighter organization and administration manifested here.
4. Since the participants all came from the greater New York area, there was more harmony and more homogeneity present here than in the past.

Prof. Sherrill makes an interesting recommendation. Since library school education is moving headlong into information management and technology, social issues and commitment to the ethnic community are given short shrift. It is therefore mandatory for the Federal government to fund educational programs which prepare librarians for service to ethnic communities.

VI. UNIQUE AND INNOVATIVE PROGRAM FEATURES AND ACTIVITIES

A. By far the most successful activity was designed by the task force which accepted responsibility for developing a prototype of a workshop with the theme, "The Ethnic Connection". The group chose Haitian Americans as a group that needed our attention. One evening was set aside (May 10, 1978) and designated Haitian American Night and a real production was the end result. The public was invited; over 100 persons were in the audience. Not only were prominent Haitians represented in a panel discussion on customs, politics and voodoo practices, but an exciting cultural program of music and dance of Haiti was presented with a warm response from the audience. The task force handled all the details, including the serving of Haitian food and the distribution of materials. The invitation to the event (Appendix IV), was given wide distribution. The essence of the experience was that this prototype for a program could be used for any other ethnic group.

B. Session # 2 brought together two outstanding personalities to talk about the "Promise of Ethnicity or Problem?" One was Dr. Anna Arnold Hedgeman, author of The Gift of Chaos, an outstanding Black civil rights leader harking back to the days of the New Deal. The other was Yuri Suhl, a writer on Jewish resistance to the Nazi holocaust -- They Fought Back. It was a very dramatic presentation. Both speakers talked about the communality of interest among minorities and the need to join forces in the struggle for survival.

Later in the fall, we had the benefit of the televised production of Arthur Haley's Roots. In the spring, it was Gerald Green's The Holocaust, in another smashing television program.

The talk by Yuri Suhl, entitled "Ethnicity and Survival", was published in Jewish Currents, April 1978, in the middle of our spring semester. These programs resulted in good feelings about ethnicity and its deep-seated meaning for minorities and library services on the local level.

C. The second outstanding presentation was made by Sanford Berman, Head Cataloger, Hennepin County Libraries, in session # 12. He spoke on: "Ethnic Access: New Approaches in Organizing Library Collections", and stressed the need for updating and modernizing our cataloging classification and subject headings so as to reflect ethnicity without prejudice and with more accuracy. The speech was published in the May 1978 issue of the Wilson Library Bulletin. Copies of this article and the one by Yuri Suhl were made available freely to the profession.

D. On another occasion, when our Census Bureau resource person was unable to come on the appointed day, we invited one of our participants, Ms. Shirley Rappaport, Media Specialist, John Dewey High School, Board of Education, Brooklyn, New York, to tell us about the archival project on the "Holocaust" organized by the school library Media Center in her school. The talk culminated in the viewing by the participants of a videotape depicting an interview with a concentration camp survivor. The interview, conducted by a student, left us all speechless and breathless. It was obvious to the whole group that oral and videotaping, plus filmmaking, contribute important techniques for preserving and documenting vital ethnic experiences for posterity.

E. Videotaping application -- the video component as a technique for programming provided the participants with an absorbing experience. At least two

task forces worked on a video project, e.g., one dealt with service to Portuguese Americans in a school library; the other dealt with service to Hispanic Americans in a public library. The latter project was particularly useful as an example of reaching the community people right on the street to publicize the availability of a Spanish Information Center. The persons responding assumed that there was a fee for using the library and also that the service was intended primarily for children!

At the centennial celebration of the Bryant Library, Roslyn Heights, Long Island, a videotape of the important segments of the Institute was a featured presentation. This same videotape, entitled, "Eye on Ethnicity", was shown at the ALA Conference in Chicago during an all-day video showcase for ALA members (June 25,1978).

F. Media evaluation, the collection of audio-visual materials sent by publishers for previewing by the participants, served also as a focal point of activity by Prof. Stanley Lewis's multimedia seminar. Both groups received valuable experience in the evaluation of multiethnic, non-print media (films and sound filmstrips). A special evaluation form was designed by the seminar students with the help of Institute criteria for selection. It was another example of a sound cooperative exchange of theory and practice initiated by the Institute within the library school population. The evaluation form used in the work can be found in the Appendix (# V).

VII. PROBLEMS AND SOLUTIONS

A. Pre-program planning resulted in a design for a course of study for 30 sessions to cover the history, heritage and culture of the major ethnic groups in the New York area. However, the work of matching the proper resource people and consultants could only begin after the official notification by Frank A. Stevens that

the ETHNICITY AND LIBRARIANSHIP INSTITUTE II had been funded. That was on July 19, 1977. The first session, according to the College calendar, was scheduled to begin on September 28, 1977. Aside from the general administrative preparations which included the recruitment of 30 participants in a relatively short time period, it was necessary to develop a time table with a three week leeway in contracting with resource people to be available on a certain evening. Because of the numerous contacts we had made with resource people in previous Institutes, it was possible to complete our pre-program planning with more precise scheduling and content by session # 1 on September 28, 1977.

B. Publicity during the mid-summer of 1977 posed a problem. How does one reach prospective participants in school, college and public libraries who may be on vacation? Further, if they are not on vacation, they still would have to make a quick decision to participate in an Institute going for 30 sessions, all through the fall, winter and spring. With the help of the Queens College Editorial Services and Public Relations Department a leaflet was quickly designed together with a press release for all newspapers, large and small, radio and TV stations. A mailing list of school, public and college libraries in the New York area was prepared to receive an attractive brochure. Mailing lists from local professional organizations, including the New York Library Association, were used for direct communication with professionals at their homes.

Requests for applications came in from 110 respondents. Completed applications with supporting statements and references were filed by 62 librarians. Out of that number, we selected 30 participants, and five alternates, all of whom were notified on September 19, 1977, ten days before the opening of the Institute, with the promise of six graduate tuition-free credits. We had anticipated close to 200

inquiries, but, because of the short time interval, we had to be satisfied with 110 requests for applications.

C. Selection of the participants was relatively easy because of the calibre of applicants. However, when two people applied from one school district and one was chosen over the other, a formal complaint was filed by the person rejected. After the first semester, this person was invited to join the Institute for the spring session because of some dropouts. Regretfully, the person did not accept the invitation.

Among the 30 finally selected there were 16 school librarians, 9 public librarians, 3 academic librarians, 1 parochial school librarian and 1 newspaper library director. Many more applications were received from school personnel in New York because the six credits offered can be used for salary increases. The public library applications were limited in number because they do not benefit immediately from continuing education for salary increments. Public librarians generally work from 9:00 to 5:00. Traveling to Queens College to attend Institute sessions of almost three hours after work apparently did not appeal to them. However, we were pleased with the final geographic mix, e.g., Long Island - 6, New Jersey - 3, Westchester - 2, New York City - 19 (Bronx 2, Brooklyn 7, Manhattan 3, Queens 7).

Among the 30 participants there were 26 women and 4 men. Their age distribution follows: 2 (20 - 30); 6 (30 - 40); 10 (40 - 50); 10 (50 - 60); 2 undetermined. Finally, the ethnic mix showed:

Afro-Americans	- 11	Jewish Americans	- 10
Italians	- 2	Hispanics	- 1
Koreans	- 1	Germans	- 1
Finnish	- 1	Irish	- 1
Undetermined	- 2		

There was some turnover during the course of the year. In the spring semester we added several alternates to take the place of the dropouts who left us for a variety of personal reasons. On the whole, the human ingredients (interest and commitment) represented here contributed to a successful Institute experience in ethnicity and librarianship.

D. Development of instructional materials: The cumulative experiences of three Institutes has produced materials for instructional purposes which can be used over and over again and can be replicated by others. For example, the course of study used in this Institute, when put together with the detailed activity, can be used effectively as a prototype in any library school or educational institution concerned with the role of minorities in American society. As a matter of fact, a refinement of this course of study is being used as a model training laboratory in ETHNICITY AND LIBRARIANSHIP INSTITUTE III - # 04191 (funded under USOE, HEA Title IIB). It represents a more sophisticated approach to training professionals for service to the ethnic groups in the New York area. Both courses of study appear in the Appendix (# VI and # VII).

With respect to distinctive instructional materials which have been particularly fruitful, they are:

1. Various sets of criteria for use in selection and evaluation of multiethnic, print and non-print materials.
2. Guidelines in new patterns of library service to minorities, e.g., collection building and programming.
3. Techniques of evaluation of a library facility with respect to service available to minority groups.
4. Procedures to follow in making an ethnic analysis of the local community in terms of demography and available resources.
5. Public relations programs and methods of communication designed to keep in close contact with local ethnic minorities, more commonly known as "outreach".

6. Instructional approaches to:

   a) Bilingual and bicultural education.
   b) Sexism and the media.
   c) Racism and intellectual freedom: case studies in selection and censorship.

7. New approaches in locating ethnic materials by reforms in technical services, i.e., cataloging, classification and subject headings.
8. Staff development and training patterns in interpersonal and interethnic relations.
9. Design for an information and referral service geared to reaching all the ethnic minorities in the community.
10. Strategies in developing and managing multilingual collections through active acquisition and timely services.

The above categories have been singled out especially because these materials are constantly sought after by professionals in the field after their needs for multiethnic bibliographic materials are met.

VIII. FIELD TRIPS AND ACCOMPLISHMENTS

In many ways, the field trip experience was the most exciting and productive activity of the Institute. Seeing first hand, programs in action, gives tremendous meaning to what has been discussed in the classroom setting. The most useful way of describing the outcome of this experience is to refer to the report rendered by the staff person, Natalia G. Davis, Director, El Centro Hispano de Informacion, which follows:

The following trips were successfully completed:

1. Wednesday, April 12th, 1978, 6:00-8:00 P.M. Langston Hughes Community Library and Cultural Center in Corona, Queens. The visit gave some insight into programs serving Blacks and Hispanics. The library is federally funded and is unique in that it is community controlled, staffed by residents of the surrounding communities, offers a media information and referral service, and provides cultural and ethnic oriented activities.

2a. Saturday, April 29th, 1978, 11:00 A. M. El Centro Hispano de Informacion (The Spanish Information Center), a recently inaugurated unit of the Brooklyn Public Library which was opened on Monday, April 3rd. El Centro's focus is both a "LEARN YOUR WAY" and a Job Information Center primarily for Hispanics, but also eager to serve the entire Williamsburgh community. Participants were treated to a library orientation and tour, followed by a slide/sound presentation on Pre-Columbian art offered by two members of the bilingual, bicultural staff.

2b. 1:00 P. M. Henry Street Settlement. Second phase of the field trip, held at the Settlement, consisting of a most impressive exhibit entitled, "Images from a Neglected Past": photographs, sketches, etc. reflecting the work and culture of the Chinese in America. The exhibit was sponsored by the Basement Workshop (Asian American Resource Center) and their Director, Gin Woo, was present to answer questions.

2c. 3:00 P. M. Chatham Square Branch, New York Public Library. Following a delightful lunch (see item # 3 below) we made our third and last stop at this heavily used branch library, where a Young Adult Librarian took us in charge, providing us with a very informative orientation and tour of the building. Chatham Square is interesting because of its appeal as a cultural and community center where Chinese patrons even come from areas outside of the city to renew old ties and to hold on to traditions dear to them. Bilingual, bicultural staff serve all ages of mostly Chinese patrons, with a growing number of Spanish and Italian patrons.

3. Lunchtime. A pleasant but unscheduled visit to a Chinese restaurant for lunch proved to be a lesson in oriental culinary art. Some participants had as many as seven or eight different dishes with Asian-American Suzine Nicolescu conducting an impromptu introduction to hitherto unknown (to most of us) foods.

There is no doubt that the opportunities were well provided for each member of the Institute to acquire some basic principles upon which to base a transition of the theory into actual services or programs.

IX. PROGRAM SCHEDULING AND MODIFICATIONS

The calendar and schedule of topics which appears in the Appendix (# VII) was delivered to participants on September 10, 1977, along with notification of acceptance for the Institute. Variations in that schedule because of unexpected circumstances have been referred to in the above report in various places where relevant. The list of changes, reasons and solutions, follow:

1. Session # 6 (11/2/77): Bilingual and Bicultural Education -- moved to Session # 8, November 16, 1977, because the resource staff persons from the Bilingual Resource Center at the New York City Board of Education were called out of town for a special conference. Sessions # 7 & 8 became # 6 & 7.

2. Session # 9 (11/23/77): Dialogue Between the Community and the World of Publishing -- session did not materialize because date was Thanksgiving eve. In its place we scheduled a session on "Diversity and Conformity in American Life", accompanied by a film entitled, "Free To Be -- or Diversity and Conformity in American Life", produced by the Anti-Defamation League. The film did not arrive in time and so the session was postponed to session # 11 (12/7/77) along with the topic, "Racism and Intellectual Freedom". This session was turned into a working session of the task forces and the group finished early in deference to the holiday.

3. Session # 10 (11/30/77): Locating Ethnic Materials -- shifted to session # 12 (12/14/77) to accommodate Sanford Berman who was invited to come from Minneapolis, Minn. In its place we scheduled "Sexism and the Media", originally planned for session # 11 (12/7/77).

4. Session # 15 (1/18/78): Mid-year Assessment -- was modified to include a presentation on I & R SERVICE IN PUBLIC LIBRARIES, and plans for a trip to the Langston Hughes Community and Cultural Center were postponed to session # 24 (4/12/78).

5. Session # 16 (2/8/78): Demography of Immigration and Identification of White Ethnic Groups -- turned into a "snow" day: the session was cancelled and postponed to session # 21 (3/15/78).

6. Session # 20 (3/8/78): Western European Americans -- moved to session # 22 (3/29/78) and combined with Southern European Americans. Instead, this session covered Eastern European Americans, which topic was moved from session # 21 (3/15/78).

7. Session # 21 (3/15/78): Rescheduled session # 16, "Demography . . ." conducted by Prof. Cohen in place of the Census Bureau Community Service specialist. It was also here that we called on Shirley Rappaport, a participant, to make an emergency contribution by delivering a talk on the Holocaust archival collection based on her work at the John Dewey High School in Brooklyn.

8. Scheduled trip program for sessions # 24, 25, and 26 -- revised as follows:

a) session # 24 (4/12/78) -- visit to Langston Hughes Community and Cultural Center.
b) session # 25 (4/14/78) -- converted to session on "Improvement of Library Services to Minorities" through the use of film and videotape, including one film in Spanish. "In-house visits via film and videotape" was the topic chosen as a substitute for making a trip that evening.
c) session # 26 (4/29/78) -- all day devoted to trips including lunch in Chinatown opposite Chatham Square Branch, New York Public Library.

9. Session # 28 (5/10/78): Prototype of an Ethnic Materials Workshop -- converted by the task force on "Making the Ethnic Connection" into "Haitian American Night".

10. Session # 29 (5/17/78): In addition to task force reports, there was a presentation on video production techniques by Barbara Martin, our video specialist.

X. STAFF EFFECTIVENESS

In a 30 session Institute spread out over the course of an entire year, the quality of the staff is paramount in maintaining a high level of achievement and successful outcome. The basic supporting staff included an Administrative Assistant, a video specialist and a community services consultant. Performance of each staff person was exceptional.

In reviewing the work of the Institute in all its aspects, accomplishments reported above were made possible by a devoted and competent staff. Not only did each staff member carry out his particular assignment with conscientious application, but staff interaction with the participants was noteworthy. Staff responsibility for an abundance of instructional materials, painstaking instruction in videotaping and an exciting field trip program contributed to a memorable Institute.

Special lecturers who came from week to week with their enlightening messages on each of the ethnic groups varied widely in style and effectiveness. The participants enjoyed this part of the program, listening to interesting expositions on

ethnicity. Professionals from the library field contributed a great deal to a better understanding of designing library services to meet the needs of ethnic groups in the local community.

Honorable mention must be given to our Advisory Committee (Appendix # VIII) for help and encouragement during this long period of Institute activity. In the several meetings that took place members of the Advisory Committee contributed generously of their time and productive ideas.

XI. CONCLUDING STATEMENT

The National Council for the Social Studies, during the bicentennial year of 1976, published its position statement on Curriculum Guidelines for Multiethnic Education. This document recommends a major "Ethnic" infusion into the administrative and instructional process of the public school system. The American Association of College Teachers of Education have incorporated into their criteria for accreditation a course of study on multicultural education. This would mandate that teachers, during their training in colleges of Education, learn the precepts and content of a multiethnic curriculum.

It is now time for accredited library schools to consider the advisability of incorporating into the curriculum a significant segment dealing with ethnicity and librarianship. We respectfully suggest that the course of study of this federally funded Institute be considered as a basic component of library training (Appendix VI).

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Ethnicity and Librarianship II

Participants Reactions to Speaker's Presentations

Yuri Suhl and Anna Hedgeman were very well received. Many felt the presentation gave insight into ethnic groups in a personal way, helped them understand ethnic pride in traditions and customs and reinforced the importance of roots for ethnic survival.

John Robotham's discussion of programming did not provide much new information or give any incentive for further discussion.

Addison Gayle Jr.'s presentation of the Black Experience in literature served to make members aware of a whole new area of black literature. It also sparked a controversy between black and white class participants regarding their insensitivity to each others feelings and needs.

The program by Nicolasa Mohr and Natalia Davis on the Puerto Rican and Spanish American cultures was extremely enjoyable and enlightening. Speakers like Mohr and Davis enhance the Institute's effectiveness.

The discussion of Native Americans by Dorothy Starks and Arlene Hirschfelder met with overwhelmingly favorable feelings. The group was especially impressed by the quantity and variety of resources presented.

The AsiansAmericans, T.K. Yen and Gin Woo were extremely interesting and valuable. Their personal experiences made the presentations more credible.

The discussion of bilingual programs by Carmen Velkas and Pilar de Cuenca was very interesting and well prepared. The many pertinent resources were a bit overwhelming for the alloted class time.

The showing of the film "Free to Be" touched off overwhelmingly negative responses. Most felt the film was not introduced properly and the subject and technical quality was poor and amateurish.

Sharon Wigutoff and Jeanne Bracken presented an interesting program on "Sexism and the Media." Most class members were unaware of the problems presented and requested further materials.

Sanford Berman's discussion of ethnic access to card catalogs was excellent. It was well organized, very constructive and inspiring.

Joseph Giordano's discussion of group identity and mental health provoked much valuable discussion and introspection. It helped relieve some inter-class tensions.

The Irish American presentation by Mary Somers was very informative and helped enlighten participants as well as dispel many misconceptions.

Leo Hershkowitz's discussion of Jews in America was extremely broad and detailed. Many objected to his chronological approach and lack of discussion of Jewish Americans today. The presentation was not really relevant to the present needs of the library.

The Norwegian, German and Greek American presentations by Edgar Gregersen, Edward Fichtner and Alice Scourby respectively were considered well prepared and interesting particularly the one by Ms. Scourby. More bibliographical information would have been appreciated.

APPENDIX II

ETHNICITY AND LIBRARIAN INSTITUTE EVALUATION

by

Joseph Giordano and Grace Giordano

Louis Caplan Center on Group Identity
& Mental Health

April, 1979

INTRODUCTION

We were delighted to have the opportunity to participate in and evaluate the Ethnicity and Librarianship Institute conducted at Queens College during the academic year 1977-1978.

The following evaluation is based on:

1. *Interviews with staff*
2. *Informal interviews with participants*
3. *Participant-Observeration by evaluators at a number of sessions*
4. *Conducting a two-hour group evaluation session and analysis of a taping of the session*
5. *Analysis of written evaluations by participants*

In evaluating the work of the Institute, we are strongly influenced by our professional perspective which evolves out of research in ethnicity and ethnic identity, and as therapists and trainers in the field of mental health.

Therefore, the evaluation does not attempt to evaluate the content, method and level of knowledge that is specific to the profession of librarians. Our task was to evaluate whether the Institute, through its strucutre, presentation and content and group process achieved the following:

1. *Did the participants gain a better understanding of their own value systems (ethnicity)?*
2. *Did they gain adequate knowledge about each of the ethnic groups that were discussed?*
3. *Did they gain a greater awareness of the similarities and differences between their personal values and diverse ethnic groups in their communities?*
4. *To what degree did the participants feel what they had learned could be integrated with their practice?*
5. *What did they identify as the strengths and/or weaknesses of the Institute?*
6. *What recommendations would they have to improve the Institute?*

Results

Based on the methods and criteria of evaluation above, we have come to the following conclusions:

Participants gained a greater awareness and consciousness of their own ethnic identity and knowledge of other ethnic and minority groups.

Participants Comments

I have to and will be proud of any ethnic background always.

This course on ethnicity has helped me to better understand my own ethnicity by becoming aware of all the many materials which deal with ethnicity in general.

Feeling and intellect has made me sympathize more with the experience of my immigrant relatives and understand better what has shaped me.

I have always felt that Black-Americans were the one group of people who had all of the problems in the world. This course has helped me to better understand my ethnic group by giving me something to compare my problems with and thus appreciate them. Awareness has been great since taking this course.

The speakers in this course provided information that I previously didn't know about my own background.

It has opened up my avenues of available materials and where to find them

The course has helped me to understand my ethnic group on a feeling level -- over the years, I have internalized my ethnic feelings. This course gave me a chance to bring them to the surface again.

It makes one feel at peace with my own cultural differences and not feel so out of step with others. Understanding and accepting one's differences

and not having to make excuses for them is a good feeling.

This course has definitely helped me to better understand my own ethnicity on an intellectual and on a feeling level. It has brought about consciousness raising and responsible commitment on my part.

I'm more than ever convinced that differences among ethnics are not as important as similarities. What Professor Harold Isaacs said about the American ethos permiting ethnics to come together without the sort of violence we see in so many other parts of the world -- that we have a "Jackson Pollack mind" rather than a "mosaic" or "melting pot" seems to suit my present impressions of ethnicity and the U.S.

I find that I am sensitive to my own Jewishness. In one film we saw involving my group, I and others in my group reacted somewhat negatively. However, members of other ethnic groups liked it. In contrast, I enjoyed and saw nothing wrong with a film about another ethnic group. The members of that group, however, reached negatively to the immigrant accent, concerns, inflections, etc.

I'm into my own ethnicity more than I ever was. I subscribe to a weekly paper, go places where I can hear the old language, etc.

The greater awareness of participants ethnicity was not only a result of the content presented, but the ethnic and social mixture of the group itself. Raising consciousness is the first step in gaining a greater understanding of the complexity of the concept of ethnicity.

To go beyond the awareness level is necessary if the participants are going to adequately translate the content into a higher level of practice.

To achieve this, group process must be built-in, guiding the participants to more fully explore their own and their fellow participants ethnic identities.

Participants expressed this concern in saying "there was not enough time to learn from each other." "There was too much time spent on assignments and unrelated material." We needed more time to question the experts who made presentations." "I really wanted feedback to what I was experiencing and learn from my fellow class mates."

The group itself is a laboratory. Each individual was confronted by their own feelings and also the variety of expressions and feelings from other participants from different backgrounds.

The participants needed more time to work through their personal feelings and with the group as a whole. If this process is not built in, then there is always a sense of frustration, unresolved personal feelings, stereotyped perceptions and hidden agendas that evolve each time a new topic is discussed. This was repeated in our discussions with the participants and observed in our group evaluation session.

Despite this fact, the high level of awareness carried over into an enthusiastic response by the participants to the content, speakers, field trips, presented materials given to them, films and other resources.

The variety and quality of presentations provide the participants with a tremendous amount of new material.

One major problem noted in the content presented was the lack of a clear distinction between the political and identity/value issues of ethnicity. There was a greater emphasis on the presentation and discussion on the particular aspects of ethnic and minority groups as political units (group status, succession, conflict). There was less emphasis and distinction placed on value systems as cultural adaptations and issues that evolve out of self-esteem, positive and negative identity and conflict of ethnic and

American core values.

Participants demonstrated that they were translating the content of the course into their daily practice.

Participants Comments

With a greater understanding of ethnicity and appreciation of neighborhoods once again (thanks to Greeley's book) I have developed a plan for ethnic studies in my school. I've already outlined plan for the principal who likes the idea.

Many friends and other contacts made in this institute will be part of my resource file. The library materials, knowledge and speakers were superb!

I am currently completing a multi ethnic paper and booklist with other library staff to try to plan outreach programs. I am also spending more time on updating our ethnic and froeign language collections. Have not been able to affect single handed, more going out of the building for direct outreach -- we are short staffed.

I have translated the material learned in this seminar into practice by identifying ethnic groups in my community; looking at the neighborhood to identify associations, clubs, groups, stores, etc. dealing mainly with minority groups and have developed resources and new approaches to material by using the many bibliographies and resources and other pertinent information presented in the class; linkage and new resources in the terms of programming and developed an outreach approach to groups who may not use the library by going out to meet them and by building up the ethnic collection and making it accessible to those groups.

I have been more involved in selecting materials for the ethnic groups in my school. I have also become involved in many PTA functions which are ethnic in nature.

I have linked up with a public branch library that specializes in Italian-American materials in the Bronx where I teach. These bibliographies here certainly helped me to develop new sources and resources for our school library.

It has been translated by way of servicing young adults from different ethnic groups with more feeling and understanding, knowing more about their materials, thus providing me with resources.

Visiting a bilingual library and receiving information on Spanish books has enabled me to expand my library's collection on Spanish books.

I have purchased multi-ethnic resoruce materials and books for our school library for next year and have also analyzed the school population so that I can meet their needs more readily.

Our school is into teaching about minorities, ethnics, etc. I feel better prepared now to bring the library up to quality -- or to acquire good materials needed. I've always been interested in all groups -- and enjoyed knowing them.

CONCLUSION

The major strength of the Institute was on the overall excellence of the content, speakers, media, resources and field trip, presented on ethnicity and ethnic groups.

The major weakness was that sufficient empahsis was not placed on providing more time for participants to explore in depth the materail presented.

These themes repeat throughout in discussions and written evaluations of the participants.

Participants comments:

One major strength of the program was learning ways to reach the unserved. One major weakness was not enough time for detailed discussions and contributions by participants.

One major strength was the exposure to so many new things. The speakers were terrific. I heard so much that was new to me about American Indians, Romanians, etc.

One major weakness was the lack of discussion among ourselves.

Altogether it was an awareness raising group.

Major strength - the course included many informative and exciting speakers. Field trips were worthwhile. Major weakness - too much written work and too little interchange between the students. It is difficult to keep up with weekly assignments when you are working on a full time job.

Visits to ethnic libraries and splendid speakers were the outstanding contributions of the Institute. The major weakness was the heavy burden of guilt I felt at not being able to complete all the written assignments -- too many for the working librarian to handle.

Good speakers - Plentiful resources. Too much work for so short a time so that before you could get your teeth into it, it was time to swallow.

Course should include sensitivity sessions to acquaint participants with how to relate to others and recognize the language of prejudice: their own and others. Should also have more time for group to discuss things with each other.

Major weakness - greater class participation would have been more beneficial to hear from them about their individual situations.

The participants, in most cases, began to apply what they were learning into daily work. For those who came into the program with some previous knowledge and experience in working with multi-ethnic communities, their knowledge was deepened and they were stimulated to explore new resources.

Others began attempts to introduce what they were learning into their own settings. More time could have been spent in more careful examination of the participants own work and utilize the problem-solving process of the group. While participants interjected into discussions their own problems it could have been more beneficial if they could have presented in more detail their problems with the group and outside experts acting as consultants to them.

In summary, the Institute achieved many of its stated goals, providing the participants with a high level of new knowledge resources in the field of ethnicity. The evaluation by the participants supported this fact.

It is also evident that there should be less emphasis on a "classroom atmosphere"; more time for group interaction; more time for discussion with experts and fewer demands on written assignments; this may have provided additional opportinities for an integration of new knowledge and implementation into direct practice.

It would be valuable to do a six month follow-up evaluation to see what has been carried over and integrated into the participants' work in the community.

In light of our evaluation, we want to make the following recommendations that we think will strengthen the goals of the Institute:

1) There should be at least three sessions in at the beginning of the Institute that should focus on the experiential nature of the participants' own ethnic identity. Participants should have an opportunity to go beyond the awareness phase and explore their ethnic identity. They should have an opportunity to share the similarities and differences of their experience with other group members.

2) The group should be used as a laboratory and there should be an adequate balance between the personal experience and intellectual aspects of ethnicity. Academic demands such as written reports should be held to a minimum.

3) A number of sessions should focus on the use of the group for problem-solving; and case presentations on their work in multi-ethnic communities.

4) Greater clarity to the concept of ethnicity may be achieved by helping to separate out the psychological and social aspects (identity, self-esteem) from the political (minority status, group succession and conflict) aspects of ethnicity.

APPENDIX III

QUEENS COLLEGE
of THE CITY UNIVERSITY OF NEW YORK
FLUSHING • NEW YORK 11367

LIBRARY SCIENCE DEPARTMENT
Ethnicity and Librarianship Institute
(U.S.O.E. Grant)
David Cohen, Director

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Dr. Richard J. Hyman
Chairperson, Lib. Sci. Dept.

ETHNICITY AND LIBRARIANSHIP INSTITUTE II
September 28, 1977 -- May 31, 1978

An Evaluation

Submitted by:
Dr. Laurence L. Sherrill, Associate Professor
Graduate School of Library and Information Science
Pratt Institute
Brooklyn, N. Y. 11205

* * *

Introduction

Prior to this Institute, I had acted as an evaluator of the first ETHNICITY AND LIBRARIANSHIP INSTITUTE, Library Science Department, Queens College, CUNY, Flushing, N. Y. 11367, July 7 - 25, 1975.

The objectives, format and educational techniques of that Institute were considerably different from the present one. Especially the factor of time, since the present Institute was scheduled for a full academic year, and the former Institute was compressed into an eighteen day period. Even though the two Institutes were different, there were some significant qualities of attitude and atmosphere which deserve speaking of. I will do so in the concluding summary statement of this report.

As a library educator, I have had considerable experience in the specialized area of library services to minority groups. I was the Director of a two year inner city Training Institute at the University of Wisconsin from 1971 - 1973. At Pratt Institute I have devised and taught two courses in minority librarianship: a graduate course, LITERATURE OF ETHNIC MINORITIES, and a post-master's course, LITERATURE OF MINORITY GROUPS. As well, I have been involved with numerous minority projects as a member of the Social Responsibilities Round Table of the American Library Association, and a minority committee of the New York Library Association.

My evaluation of this Institute consists of: an analysis of the structure of the program; my observations of three educational sessions; my analysis of the self-evaluation of the Institute participants; and my general interpretation of the Institute and recommendations for the future.

Anyone who has had experience in library services for minority groups as a practitioner or an educator, realizes that the field is fraught with difficulties. The very question of what a minority group is, and what are its distinguishing characteristics, has not been fully addressed. Furthermore, factors of culture, society, economics and a myriad other things are inherent in or related to information services to minority groups. It is my conviction that the field is highly political, and that advocacy and pressure tactics are inherent in programs to train librarians to serve the poor and minorities. Especially at this time, when national priorities seem to be shifting away from the needs of minorities, does the highly political nature of services to minorities become apparent. Therefore, I am interested in seeing if the political sensibilities of the minority librarians are addressed, as well as their formal educational needs. That is my prejudice, and I must identify it at the onset of this report.

The Goals and Objectives of the Institute

These are the formally stated goals and objectives of the Institute:

Objectives:

a) Identify the target ethnic groups in New York, large and small, and compile the history, heritage and cultural values for these groups as potential users of the library.

b) Examine our library collections for ethnic content as the basis for planning a selection and acquisition policy which would improve the collections so as to make them relevant to the ethnic groups in the community.

c) In time of financial crisis, it becomes necessary to rally community support by developing creative programs and services which reach out to minorities as the source for new patronage and library boosters. The success in many communities of information and referral services (cf. TIP in Detroit) can be the impetus for designing special ways of attracting the ethnics in the neighborhood.

d) The professional staff and all other personnel in our libraries must be throughly trained in the concept of ethnicity, or an awareness of the ethnic dimension both in cognition and affect in order to provide the rapport, materials and services for a community which is basically multiethnic.

e) In designing the course of study, we planned to use resource personnel associated with these ethnic groups. By video-taping these sessions which will include important ethnic information and ways of dealing with this information within the library framework, we will have an end product which is a documentary and may be used as such for further training and information.

Goals:

a) To train participants in developing demographic and sociologic profiles of the target ethnic groups.

b) To identify and examine the history, heritage, cultural values and the special contributions of the ethnic minorities in greater New York.

c) To develop a directory of ethnic resource persons and organizations, including minority publishers and small presses.

d) To identify, examine and evaluate in the light of current criteria previously defined, existing library media that may be used to serve the needs and interests of the target minority groups, including children, young people and adults.

e) To examine library collections and determine how to improve the ethnic dimension including the use of foreign language or multi-lingual materials.

f) To determine the nature and quality of additional library media that are needed to serve more effectively the multiethnic needs in the New York metropolitan community.

g) To identify the key innovative programs now actively being pursued through the use of library resource personnel and by selected trips and visits to library facilities and museums in New York.

h) To develop a set of recommendations for dealing with minority groups that would be useful and appropriate to writers and publishers, librarians and teachers and professional library organizations.

i) To improve the competency of the participants in identifying, selecting, acquiring and utilizing effectively in support of the educational and cultural purposes of the library, the best library media for minority groups.

j) To improve the competency of the participants in identifying gaps, shortcomings and needs in terms of materials that should be available, and to communicate accordingly with appropriate agencies.

k) To improve the participants' sense of awareness of the diversity among and within each ethnic groups so as to make them more responsive to their current users and potential users.

l) To improve the participants' perceptions of intellectual freedom and their ability to cope with elements of racism and sexism without censorship.

m) To educate the participants in the full meaning of bilingual and bicultural education in order to deal effectively with a bilingual group in the community.

n) To train the participants in the technique of videotaping for the purpose of using videotapes in inservice training and as a source for ethnic documentation.

These are admirable objectives. There is no question that many of the problems of information services to minority groups -- and there are many -- are addressed. However, the achievement of these highly ambitious ends is impossible given the time period and resources of the Institute. Furthermore these objectives, as they are stated, are difficult to translate into an educational program. I believe it would have been far more judicious to have focused on a small number of cognitive and

affective educational objectives. Had the specific final educational outcome with the methods of achievement and criteria for evaluation been stated in each objective, the shape of the educational program would have been easier to assess. I was unable to find in the structure of the program as indicated in the Calendar and Schedule of Topics for the Institute many of the stated objectives. How the objectives were built in the educational program was unclear to me. More time in planning for the INSTITUTE might have been in order.

Instructional Methods

A variety of instructional methods were used, the main ones being lectures, discussions, field trips, hands-on A-V experience and bibliographic projects of different kinds. Diversity of instructional approach is extremely important in such a complex and ambitious program. The variety of approaches also motivated the participants to carry out their responsibilities. The educational approaches are covered in detail in the self-evaluation of the Institute by the participants.

Observation of the Sessions

I observed three sessions during the second semester of the Institute. These are the evaluation criteria I used in my observations of the sessions:

1) Organization of the presentations: Was there a coherent structure to the presentation? Were the materials and techniques used appropriate to the objectives of the session? Was the speaker articulate and well prepared?

2) Response of the participants: Were the participants attentive to the speaker? Did they ask questions and pursue specific points during the discussion period? How enthusiastic were they about the presentation?

3) Communication: Was there good rapport between the speakers and the participants? How did the participants interact among themselves during and after the presentation?

4) Attitudes: Were the attitudes of the speakers and participants positive? Was there evidence of hostility or tension during the sessions?

The three groups of speakers varied in the quality of their organization. All of the speakers had the proper qualifications for their assignments, but some were unskilled in the techniques of presentation. Especially when the sessions were devoted to materials did the presentations seem rather aimless. I had the impression that most of the speakers were unaware of what their specific educational responsibilities were. Had this been made clear to them beforehand, their presentations might have been sharper than they were.

Generally, the participants were attentive to the speakers. They seemed absorbed and intent in hearing what the speakers had to offer. There was a minimum of fidgeting, expressions of boredom, and talking among themselves during the presentations. The communication between the speakers during the discussion periods was extremely good. The lines of argument were direct and coherent. When the speakers were not provocative, then the participants were.

The highpoint in my observations were the attitudes of the speakers and the participants, especially the latter. There was a cheerful, sharing, open atmosphere in the sessions I attended. Since ethnic programs can -- and do -- generate hostility and tension among participants, this Institute was remarkably successful in that respect.

Analysis of the Frequency Responses to Questions I - XIV

The participants' evaluations of these aspects of the Institute were uniformly high. The low mean score was 7.63; the high mean score, 9.25. It is difficult to tell whether there are statistically significant differences between the responses, given the size of the population and the general closeness of the ratings. The following chart indicates the levels of responses to the fourteen questions. However, the responses to certain questions deserve special attention due to their high ratings, and the fact that they were reemphasized in questions XVI - XVIII. I will comment on them individually.

III - How much better an understanding about the implications of ethnicity to library services do you have now than before the Institute?

Response mean: 8.31.

This question lies at the crux of the objectives of the Institute, and the high level of response indicates that the Institute was successful in this respect. This is reinforced by later comments on how much insight into ethnicity and library services the participants had gained as a result of the Institute.

VI - How much better qualified now than before the Institute do you feel to identify and evaluate existing library materials that may be used to serve the needs and interests of minority groups?

Response mean: 8.31.

Another critical question. This response would indicate an important growth in confidence of the participants to evaluate materials for their ethnic value.

VII - How successful do you believe the Institute has been in identifying criteria for the evaluation of ethnic materials?

Response mean: 8.31.

This question, related to # VI, reemphasizes the acquisition of new skills in the selection of ethnic materials.

VIII - Usefulness of lectures and discussions?

Response mean: 8.44.

This educational technique was enthusiastically received by the participants, indicating that, for the most part, the lecturers were well selected and skillful in their presentations.

IX - Usefulness of the field trips?

Response mean: 8.73.

The participants cited the varied field trips to libraries and cultural centers as being an especially successful feature of the Institute.

XIV - How do you rate the administration and organization of the Institute?

Response mean: 8.51.

This was frequently mentioned in the open-ended section of the questionnaire. Professor Cohen was praised many times for his organizational ability and leadership.

XV - How do you rate the materials and resources provided by the Institute?

Response mean: 9.25.

A highly satisfactory response. It is unlikely that the resources would be of such high quality had it not been for preceding ethnicity Institutes at Queens College.

- - - - - - - -

I - To what degree were your expectations met by the Institute?

Value	Responses	Total Value	Mean
1	0	122	7.63
2	0		
3	0		
4	0		
5	3		
6	3		
7	1		
8	3		
9	2		
10	4		
	16		

II - How much better an understanding of the nature of ethnicity do you have now than before the Institute?

Value	Responses	Total Value	Mean
1	0	128	8.00
2	0		
3	0		
4	1		
5	1		
6	1		
7	1		
8	6		
9	2		
10	4		
	16		

III - How much better an understanding about the implications of ethnicity to library services do you have now than before the Institute?

Value	Responses	Total Value	Mean
1	0	133	8.31
2	0		
3	0		
4	0		
5	0		
6	1		
7	3		
8	6		
9	2		
10	4		
	16		

IV - How much better do you feel prepared to provide library services to the particular ethnic group you specialize in now than before the Institute?

Value	Responses	Total Value	Mean
1	0	126	7.88
2	1		
3	0		
4	0		
5	2		
6	1		
7	0		
8	4		
9	4		
10	4		
	16		

V - How much better qualified do you feel now than before the Institute to serve ethnic groups other than your own special group?

Value	Responses	Total Value	Mean
1	0	122	7.63
2	1		
3	0		
4	0		
5	2		
6	0		
7	1		
8	7		
9	3		
10	2		
	16		

VI - How much better qualified now than before the Institute do you feel to identify and evaluate existing library materials that may be used to serve the needs and interests of minority groups?

Value	Responses	Total Value	Mean
1	0	133	8.31
2	0		
3	0		
4	1		
5	1		
6	1		
7	1		
8	4		
9	1		
10	7		
	16		

VII - How successful do you believe the Institute has been in identifying criteria for the evaluation of ethnic materials?

Value	Responses	Total Value	Mean
1	0	133	8.31
2	0		
3	0		
4	1		
5	2		
6	0		
7	1		
8	2		
9	4		
10	6		
	16		

VIII - Usefulness of lectures and discussions?

Value	Responses	Total Value	Mean
1	0	135	8.44
2	0		
3	0		
4	0		
5	0		
6	0		
7	4		
8	4		
9	5		
10	3		
	16		

IX - Usefulness of the field trips?

Value	Responses	Total Value	Mean
1	0	131	8.73
2	0		
3	0		
4	0		
5	1		
6	0		
7	1		
8	3		
9	5		
10	5		
	15		

X - Usefulness of task force assignments?

Value	Responses	Total Value	Mean
1	1	123	7.69
2	0		
3	0		
4	1		
5	2		
6	1		
7	0		
8	4		
9	0		
10	7		
	16		

XI - Usefulness of informal exchange of information and ideas?

Value	Responses	Total Value	Mean
1	0	124	7.75
2	0		
3	0		
4	2		
5	1		
6	0		
7	1		
8	6		
9	4		
10	2		
	16		

XII - Usefulness of other activities identified by participants? 7 responses

Videotaping sessions. 2 responses values 10, 10

Films and filmstrips. 2 responses values 10, 10

Meeting other librarians with wide variety of experience.

1 response value 7

Honest reactions of each ethnic group to materials about that group.

1 response value 9

Attainment of goals listed in brochure.

1 response value 7

XIII - How do you rate the administration and organization of the Institute?

Value	Responses	Total Value	Mean
1	0	135	8.51
2	0		
3	0		
4	1		
5	1		
6	0		
7	1		
8	3		
9	5		
10	5		
	16		

XIV - H ow do you rate the materials and resources provided by the Institute?

Value	Responses	Total Value	Mean
1	0	148	9.25
2	0		
3	0		
4	0		
5	0		
6	1		
7	1		
8	1		
9	3		
10	10		
	16		

XV - Strong Points of the Institute

The speakers -- 12 responses

The speakers were cited in two respects: (1) the information they provided through their lectures and materials; and, (2) the interchange of ideas between speakers and participants.

Comments: "We met people prominent in their fields, from whom we received excitement and inspiration from their stores of knowledge."

"Provided a forum for a free exchange of ideas by a diversified group of speakers and participants."

*

Interaction with Institute participants -- 9 responses

Many benefits were noted from the interaction between the participants, including exchange of ideas, awareness of ethnic attitudes, and making valuable contacts for library work, comparison of problems of ethnic library services and use of the libraries as resources.

Comments: "Contacts/friendships with professionals on where I can one day call for assistance in my own library work."

"The interchange of experience among the librarians attending the sessions were a great asset."

"It possessed a mixture of librarians experienced in public, special, academic and school libraries.'...(with) a diversity of ethnic backgrounds."

*

The resources provided by the Instructor and other participants for the Institute -- 5 responses

Specially cited were: bibliographies -- 3 responses
films -- 2 responses

Comments: "Bibliographies were and will be extremely useful in the future."

"The abundance of resource materials were a great help."

*

Educational methods of the Institute were praised. Specially cited were:

group activities - 4 responses

Comments: "The librarians worked to help each other obtain information, activities, and professional experts to satisfy their needs."

*

Instruction in videotaping -- 2 responses

Field trips -- 3 responses

Professor Cohen -- 3 responses

Comments: "The instructor, David Cohen, was most helpful and informative during our weekly meetings. He guided us in obtaining our personal objectives and his goal for the Institute."

The support staff -- 2 responses

The raising of ethnic and cultural awareness of the participants -- -- 3 responses

Comments: "It caused participants to search their own ethnicity hang-ups: within their particular group and other groups."

"... we had to have enhanced our sensitivity to group concern and have (to) examined whether we still had prejudice and stereotyped ideas."

* * *

Identify the weak points of the Institute:

By far the most persistent complaints about the Institute were concerned with lack of enough time to complete assignments and time for the participants to interact among themselves. I attribute the complaints about time to the extremely ambitious and diverse objectives of the Institute. Had the objectives been more selective this problem might not have arisen.

Lack of time for sessions or to complete assignments -- 8 responses

Comments: "Too much in too little time was expected."

"The amount of work required was difficult for me to meet, given the conditions of my job."

"I believe that if fewer assignments were given, the end results would have been better."

*

Not enough time for interactions among participants -- 7 responses

Comments: "It had the potential for being a human relations experience, but never got that far."

"We never got into our own human relations and ethnicity until the end of the year."

"Many of the students had important contributions to make, and unfortunately we didn't have time to hear from them."

*

- Criticism of the speakers - - 2 responses

Comments: "Some 'expert' speakers were more informative, creative, or supplied helpful materials, than other speakers who were either boring or unprepared."

* * * * *

XVII - Please briefly state what you believe the implications of ethnicity are for librarians and library services.

There were two major concepts about the implications of ethnicity for librarians and library services, and they are related. The first was recognition of the pluralist nature of the communities in American society, and the provision of diverse library materials and services for those communities. - - 10 responses

Comments: "For us to become more knowledgeable in ethnic differences; to appreciate what Harold Isaacs calls 'a Jackson Pollock painting' rather than a 'melting pot' or 'mosaic' of the American ethos..."

"Our profession can serve people of all ethnic groups and be of use to them in making life in America more understandable to them."

"The multiethnic world is here, thru mass media and thru interpersonal contact. We must be able to function in it ourselves — and we must make it meaningful to the patrons we service -- whether school children or adults."

*

The second concept of ethnicity focused on the heightened awareness of librarians of sensitivity to the needs of ethnic groups. - - 4 responses

Comments: "Ethnicity in librarianship is a sensitivity to stereotyping -- even tho most subtle. As librarians we must strive to eliminate demeaning any human."

"Librarians must be aware of their clientele's ethnic backgrounds and must provide appropriate materials, books and information for them."

"To be aware of, and to relate to, the vast needs of the ever increasing number of minority groups who are now finding their way into the library..."

*

XVIII - Any other comments?

Many of the comments were of an appreciative kind. -- 8 responses

Comments: "The Institute was invaluable in helping me understand the attitudes and prejudices of minorities, very often through the stimulus of a guest speaker."

"The Institute was a highly professional, illuminating experience."

"I have learned a good deal and am grateful for having had the opportunity to meet so many wonderful, talented people and to have worked with them."

"Loved it! Inspirational -- every librarian should have an opportunity to participate in such personal/ professional development on a regular basis -- we grow stale otherwise."

Two participants mentioned the influence that the Institute had on their jobs.

Comments: "Because my association in this Institute became known to someone high up in the Board of Education, I was offered (and accepted) a $1,500 grant to purchase multiethnic material for my high school library."

"The course was splendid for me. It opened new areas for me, and through me, for teachers in my school. One History class curriculum for next year will include an area devoted to ethnic groups, to show one effect of the Institute!"

* * * * * * * * * * *

Overall Evaluation of the Institute

This Institute was notably more successful than its predecessor. The major difference between the two rested in the differences of attitudes of the participants. In the first Institute there was frequently an atmosphere of hostility and distrust among the participants from different ethnic groups. In this Institute, there was a wholesome feeling of comraderie among the participants of different backgrounds; there was a willingness to understand and to accept the differences between the ethnic groups. I believe these differences in the attitudes of the participants can be

traced to a number of factors:

(1) This Institute was much longer, a full academic year compared to eighteen days. There was more time for the participants to get to know one another.

(2) This Institute was more concerned with the sensitivity of ethnic groups to one another than the first which was devoted almost entirely to materials and not to interpersonal aspects of services. These participants wanted more time to understand one another.

(3) This Institute was better organized and administered less haphazardly than the former one. The individual sessions, as well as the overall structure of the Institute, were given more consideration.

(4) All of the participants were from the greater New York City area, and were predisposed to the harmony among multiethnic communities. The participants of the former Institute were from all over the country, representing communities which were less heterogeneous than those of New York City.

The self-evaluation of the participants of this Institute gave extremely high ratings to practically all aspects of the Institute. The administration of the program and the materials made available were given exceptionally high scores. Professor Cohen was cited time and time again for the excellence of his organization, administration, and his leadership as a teacher.

The weaknesses centered on the lack of time for interaction among the participants and the arduous assignments that were burdensome to fulltime librarians. It might be well to consider interpersonal factors among ethnic and outreach librarians as a topic for future Institutes.

All evidence points to a highly successful Institute in a problem-laden area of librarianship.

* * *

Recommendations

Library service to ethnic minority groups has a low priority these days. Libraries with their highly restricted budgets have curtailed most outreach activities to non-library users, many of whom are members of ethnic minority groups. The curriculum of library schools are increasingly developing in the direction of information management to special libraries and information technology. Social issues, ideology, and commitment to ethnic communities are given short shrift in many library schools. Therefore, it is mandatory for the Federal government to fund educational programs which prepare librarians for service to ethnic communities. Professor Cohen's ethnic Institutes have blazed a trail for library educators to follow. It would be a great pity if the discoveries of Institutes such as this were not supported by the Federal government.

*
* *
* *

September 1979

This questionnaire is part of an external evaluation of the Institute. It is not related to the feedback forms that you have been filling out. The findings of this form will be incorporated in an evaluation report to be submitted to Washington.

Thank you for your cooperation.

Larry Sherrill

Please note your response to the following questions on a scale of 1 to 10. 10 meaning very much, or very good; 5 meaning so-so or average; 1 meaning very poor or very little. No response will indicate that you don't know.

1. To what degree were your expectations met by the Institute?

1 2 3 4 5 6 7 8 9 10

2. How much better an understanding of the nature of ethnicity do you have now than before the Institute?

1 2 3 4 5 6 7 8 9 10

3. How much better an understanding about the implications of ethnicity to library services do you have now than before the Institute?

1 2 3 4 5 6 7 8 9 10

4. How much better do you feel prepared to provide library services to the particular ethnic group you specialize in now than before the Institute?

1 2 3 4 5 6 7 8 9 10

5. How much better qualified do you feel now than before the Institute to serve ethnic groups other than your specialty group?

1 2 3 4 5 6 7 8 9 10

6. How much better qualified now than before the Institute do you feel to identify and evaluate existing library materials that may be used to serve the needs and interests of minority groups?

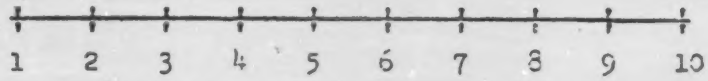
1 2 3 4 5 6 7 8 9 10

7. How successful do you believe the Institute has been in identifying criteria for the evaluation of ethnic materials?

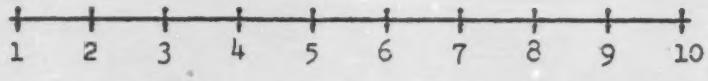
1 2 3 4 5 6 7 8 9 10

Please rate the following Institute activities according to their usefulness to you.

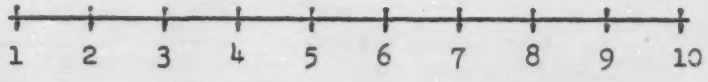
8. Lectures and discussions



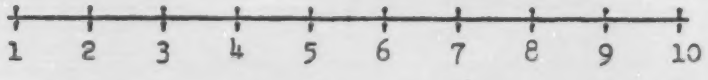
9. Field trips



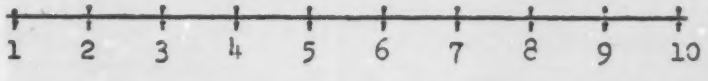
10. Task force assignments



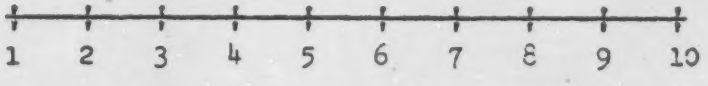
11. Informal exchange of information and ideas



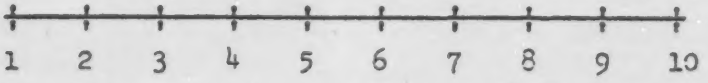
12. Other (Identify)_____



13. How do you rate the administration and organization of the Institute?



14. How do you rate the materials and resources provided by the Institute?



15. Identify the strong points of the Institute.

16. Identify the weak points of the Institute.

17. Please briefly state what you believe the implications of ethnicity are for librarians and library services.

18. Any other comments?

APPENDIX IV

QUEENS COLLEGE

of

THE CITY UNIVERSITY OF NEW YORK

FLUSHING, NEW YORK 11367

Library Science Department
Ethnicity & Librarianship Institute II
(U.S.O.E. Grant)
David Cohen, Director

Telephone: 212-520-7194
Workshop Task Group:
Carl Dana
Eve Hachmann
Andrew Ippolito
Mercedes Rowe

QUEENS COLLEGE LIBRARY SCIENCE DEPARTMENT

Invites you to enjoy

a

HAITIAN - AMERICAN EVENING

A Panel of Prominent Haitians

will share

the Customs, Politics and Voodoo practices

of their Culture

INTERPRETIVE MUSIC AND DANCE OF HAITI

Wednesday, May 10, 1978, 6 - 9 P.M.

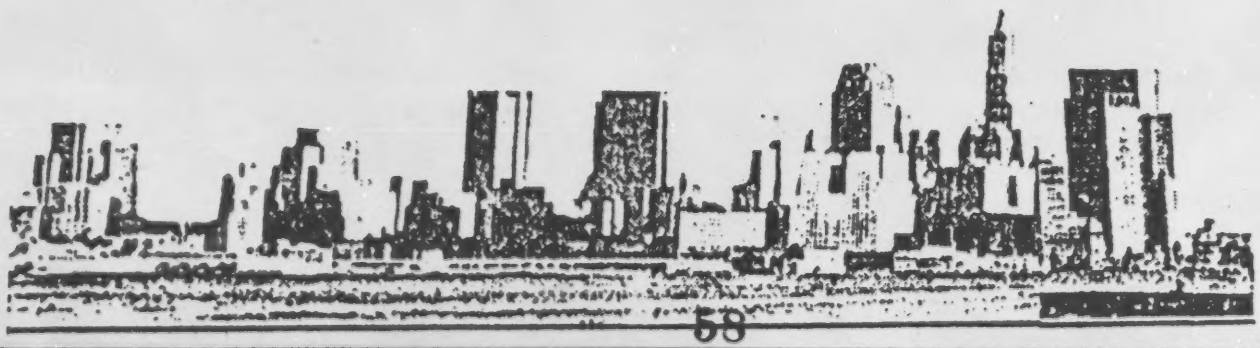
Queens College Student Union Building

Room 208

Kissena Blvd. and Melbourne Ave.

Refreshments will be served

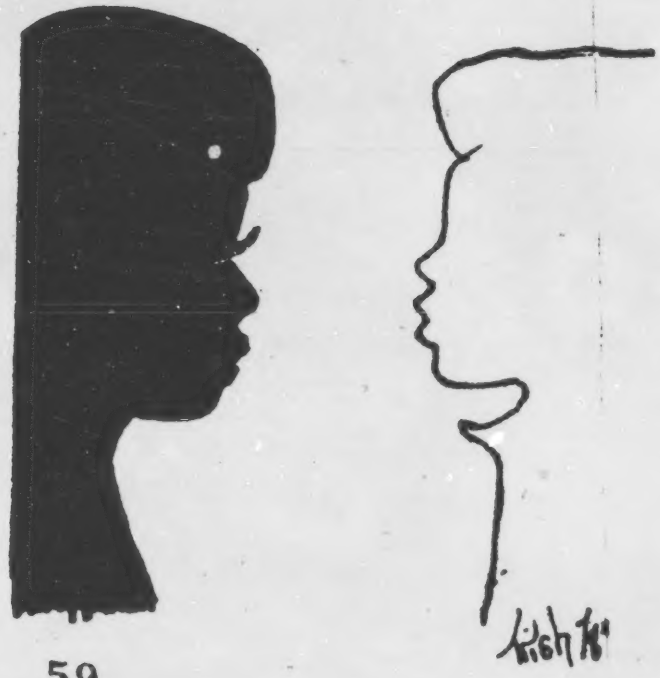
Donation for the evening — $1.50



56.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

presents



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a

HAITIAN-AMERICAN

EVENING

PROGRAM

"The Haitian-American Experience"

panelists

Dr. Frankel Cadet,
City College of New York

Henry Frank,
N.Y.C. Museum of Natural History

Leo Joseph, Editor,
Haiti Observateur

Nicki Martin,
Q.C. Haitian Club

The Haitian Arts

Faré Guste
Popular Singer

Jean Claude Toujours
Professional Photographer

Tasty Dishes
Cooked by Parents of

East New York Vocational H.S.
Students

M U S I C D A N C E S O N G

Wednesday, May 10, 1978, 6-9 P.M.
Queens College Student Union Building
Room 208 (Newman)
Kissena Blvd. and Melbourne Ave.
Flushing, New York 11367

60

Parking Available - Basement of Building

Refreshments

Donation for the evening - $1.50

APPENDIX V

QUEENS COLLEGE
of THE CITY UNIVERSITY OF NEW YORK
FLUSHING • NEW YORK 11367

LIBRARY SCIENCE DEPARTMENT TELEPHONE: 212-445-7500

12 June 1978

During the Spring 1978 semester the Ethnicity Institute was of major importance to L.S. 751, Nonbook Materials. With the availability of a wide range of multimedia software collected by the Institute, L.S. 751 was able to examine and analyze rich materials that would have been unavailable otherwise. The involvement of the Institute in the course was most valuable in revealing the importance of educational media to real programs and to meet real human needs. Within the class a "Media Advisory Committee" for the Institute was formed to focus attention on media evaluation that could be of value to the Institute. Mrs. Ethel Olicker, Teacher of Library Media and a participant in the Institute, served as Consultant to the Committee. The Committee was chaired by Deborah Botta and Frank Gonzalez, who experimented effectively in developing evaluation forms and procedures. Considering the brief time available, the impact of the Institute on the course was great, and will lead to permanent changes in the course. The visits of Dr. Cohen to the class created deep interest in the project and helped get the needed student cooperation.

Stanley T Lewis

Dr. Stanley T. Lewis

Media Advisory Committee, U.S. Office of Education Ethnicity Institute at Queens College, 1978. L.S. 751: Nonbook Materials.

MEDIA EVALUATION FORM NO. 1 date:

Title:
Date of publication:
Publisher:
Media format:
Price: Length/running time:

Technical (CIRCLE ONE)

	(excellent)		(unacceptable)
Visuals:	1	2	3
Narration:	1	2	3
Music:	1	2	3

Comments:

Information

	(accurate)		(inaccurate)
Accuracy:	1	2	3
	(impartial)		(biased)
Viewpoint:	1	2	3
Understandi- bility:	(easy) 1	2	(difficult) 3
	(stimulating)		(dull)
Presentation:	1	2	3

Comments:

Ethical concepts

	(positively)		(negatively)
Expresses values:	1	2	3
	(develops critical thinking)		(promotes stereotyping)
Effect on viewer's attitudes:	1	2	3

Comments:

Report on published reviews:

Conclusion:

Overall rating: Excellent Good Unacceptable

Recommended for Institute purchase: Yes No

Comments:

QUEENS COLLEGE
GRADUATE SCHOOL OF LIBRARY
AND INFORMATION STUDIES

L. S. 762I
Brooklyn Pts. Branch / S.P.L.

Prof. David Cohen
Feb. 4, 1980

ETHNICITY AND LIBRARIANSHIP INSTITUTE III

CALENDAR AND SCHEDULE OF TOPICS

Sessions 1 - 3: Interethnic Human Relations

2/4/80 - Session 1 Life experience of the participants; self-image and self-analysis in relation to ethnic background. Mr. Joseph Giordano, Director, Louis Caplan Center for Group Identity and Mental Health.

2/11/80 - Session 2 How we perceive others in interpersonal relations, e.g., professional colleagues and their ethnicity. Mr. Joseph Giordano.

2/25/80 - Session 3 As professionals, how we perceive the ethnic groups in the community; are we prepared to give them equal treatment? Mr. Joseph Giordano.

Sessions 4 - 9: Interdisciplinary Contributions to the Development of Understanding

3/3/80 - Session 4 Anthropology: Cultural factors in human development. Dr. Roger C. Owen, Queens College Dept. of Anthropology.

3/10/80 - Session 5 Sociology (including demography of changing ethnic population); behavior patterns among ethnic groups. Dr. Marvin Surkin, author of forthcoming book on U.S. Immigration (NAL).

3/17/80 - Session 6 Political Science: ethnicity in politics, politics in ethnicity. Dr. Marilyn Gittell, CUNY Graduate Center, Dept. of Political Science.

3/24/80 - Session 7 Intergroup relations: building neighborhood coalitions. Mr. Irving M. Levine, Director, Institute on Pluralism and Group Identity.

Spring Recess - 3/31/80 - 4/6/80

4/7/80 - Session 8 Field Trips (choice of location) to community libraries and special sites. Ms. Natalia G. Davis, Director, El Centro Hispano de Information, Brooklyn Public Library.

4/14/80 - Session 9 Social work problems in negotiating the social service system. Prof. Manuel Diaz, Fordham University Graduate School of Social Service.

4/21/80 - Session 10 Linguistics - Language learning skills. Dr. Herbert W. Seliger, Queens College Dept. of Linguistics.

Sessions 11 - 14: Application to Library Service: Implementation (target case studies)

4/28/80 - Session 11 Ethnic programming in relation to age, sex, and socioeconomic status: strategies and designs in reaching the ethnic user. Mr. Edward de Sciora, Director, Port Washington Public Library and Ms. Jacqueline Miller, Director, Yonkers Public Library.

5/5/80 - Session 12 Communicating with ethnics: community relations, publicity, inreach (orientation in library use), multilingual approaches. Ms. Natalia G. Davis.

5/12/80 - Session 13 Information for ethnics: Multi-ethnic I and R (social service, citizenship, education, jobs). Ms. Kathryn Adams, Outreach Consultant, Monroe County Library System.

5/19/80 - Session 14 Lifelong learning (literacy, English as a Second Language, new directions in independent learning, appropriate collections, ethnic materials). Ms. Jean E. Coleman, Director, Office of Library Services to the Disadvantaged (A.L.A.)

5/26/80 - Session 15 Summary and recapitulation: recommendations for new designs in service and programs; assessment of performance of staff and participants.

I. AIM: The institute is designed to contribute to the improvement of library services to children, young people, and adults from all ethnic and minority groups. It will focus on new designs in service and programs and the development of better materials for all ethnic groups in the Metropolitan New York area.

II. OBJECTIVES:

1. The major objective is to develop a model training program in Ethnicity and Librarianship which could be replicated by the public library systems in planning future in-service training for the professional staff, and which could be adapted for in-service training of the non-professional support staff.

2. The design of this model training program is intended to apply to the other systems in the network throughout New York State. The ingredients of the program could be incorporated by urban libraries across the country for more effective service to the ethnic minorities in their communities.

3. Another objective is to encourage cooperation among libraries in sharing and exchanging information about successful techniques dealing with particular ethnic groups. School, public and college libraries need to communicate about ethnicity on a more systematic basis.

4. The training model developed here is recommended for its general usefulness and should be an integral part of a staff development program, not an add-on or peripheral specialization.

5. The program will aim to establish the need and technique for effective neighborhood research on a continuing basis with emphasis on demography in collaboration with the Census Bureau.

III. GOALS:

1. To educate the staff about the facts of ethnicity, e.g., history, heritage and life style as revealed by the various academic disciplines such as history, anthropology, political science, sociology, psychology, linguistics, etc.

2. To sensitize the staff by self-analysis and group interaction to the important ingredients of interpersonal relations which will improve the daily contacts with the diverse ethnic elements in the community so as to make them regular patrons of the local public library.

3. To improve the skills, competencies and general approaches of the staff in communicating with the ethnic publics, developing meaningful services such as information and referral, promoting separate programs for each of the ethnic groups and designing ways of bringing the groups together within the library orbit.

4. To develop skill and competency of the participants in maintaining foreign language or multilingual collections reflecting the changing population patterns in the local communities.

5. To apply, in services to the ethnic aged, the appropriate knowledge and skills acquired by librarians in working with the aged population generally.

6. To learn about key innovative programs in the New York area from the library personnel directly involved and by means of field trips or on-site visits.

7. To train the participants in the use of media, e. g. audio, video, and film, for outreach programs.

8. To educate the participants in the full meaning of bilingual and bicultural education in order to deal more effectively with bilingual groups in the community.

9. To focus on significant minority neighborhoods in each of the public library systems and by means of case study techniques to offer solutions within the Institute format to the practical problems of serving target ethnic groups.

IV. ORGANIZATION:

No one text is available to meet our needs. Extensive bibliographies and a list of background readings will be made available. These basis resources are recommended for close attentionand scrutiny.

1. Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians and Irish of New York City. Nathan Glazer and Daniel P. Moynihan. 2nd ed. M.I.T. Press, 1970. $3.95.

2. The Black American in Books for Children: Readings in Racism. Donnarae MacCann and Gloria Woodard, eds. Scarecrow Press, 1972. $6.50.

3. Building Ethnic Collections: An Annotated Guide for School Media Centers and Public LIbraries. L. Buttler & L.R. Wynar. Libraries Unlimited, 1977. $18.50.

4. Curriculum Guidelines for Multiethnic Education. National Council for the Social Studies, 1977. $2.50

5. The Disadvantaged and Library Effectiveness. Claire K. Lipsman. A.L.A., 1972.

6. Ethnic America. Marjorie P. K. Weiser, ed. Ref. Shelf 50 no. 2, H. W. Wilson, 1978. 207 p.

7. Ethnicity, Race and Human Development: Report on the state of our knowledge. Shirley Teper, Institute in Pluralism and Group Identity, 1977, 79 p.

8. Ethnic American Minorities: A Guide to Media and Materials. Harry A. Johnson, comp. and ed. Bowker, 1976. $16.50

also:

a) "Ethnic Minorities in the United States." International Journal of Group Tensions, vol. 7, Dec. 1977, pp. 3-147.

b) For the People: Fighting for Public LIbraries. Seymour and Layne. Doubleday, 1979. 189 p. (Chap. 5)

c) Guide to Ethnic Museums, Libraries and Archives in the U. S. Wynar and Buttler. Kent State University, 1978. 378 p.

9. Image of Pluralism in American Literature: An Annotated Bibliography on the American Experience of European Ethnic Groups. Babette F. Inglehart and Anthony R. Mangione, Institute on Pluralism and Group Identity, American Jewish Committee, 1974. $1.50.

10. "The Imperatives of Ethnic Education." James A. Banks, ed. Phi Delta Kappan, 53, Jan. 1972. Entire issue available at 75¢.

10a. Ethnic Leadership In America. John Higham, Ed. Johns Hopkins University Press, 1979.

11. Library Programs: How to Select, Plan and Produce Them. John S. Robotham and Lydia LaFleur. Scarecrow Press, 1976. $12.00

12. "Library Programs and Services to the Disadvantaged." Library Trends, Oct. 1971. Available for purchase at $3.00.

13. Library Service to the Disadvantaged. Eleanor Frances Brown. Scarecrow Press, 1971. $15.00.

14. Library Services to the Disadvantaged. William Martin, ed. Shoe String Press, 1975. $10.00. (See Chapter on "The United States: An Historical Critique." by John C. Colson).

15. "Library Services in Metropolitan Areas." Library Trends, Oct. 1974. $3.00.

16. The Metropolitan Library. Ralph W. Conant and Kathleen Molz, eds. M.I.T. Press, 1972. $10.00. Available for rental. (Contains Leonard Grundt's "Metropolitan Area Library Problems: An Annotated Bibliography." pp.299-327)

17. Multiethnic Media: Selected Bibliographies in Print. David Cohen, A.L.A., 1975. $2.00.

18. On Equal Terms: A Thesaurus for Nonsexist Indexing & Cataloging. Joan K. Marshall. Neal-Schuman, 1977.

19. Prejudices and Antipathies: A Tract on LC Subject Heads Concerning People. Sanford Berman. Scarecrow Press, 1971. $7.50.

20. Reading, Children's Books, and Our Pluralistic Society. Harold Tanyzer and Jean Kar, comps. International Reading Association, 1972. $3.50.

21. Reading Ladders for Human Relations. 5th ed. Virginia Reid, ed & the Committee on Reading Ladders for Human Relations of the National Council of Teachers of English. American Council on Education, 1972. $3.95. paper.

22. The Rise of the Unmeltable Ethnics: Politics and Culture in the Seventies. Michael Novak. Macmillan (Collier), 1973. $1.95. paper.

23. Roots of America: A Multiethnic Curriculum Resource Guide to 7th, 8th and 9th Grade Social Studies Teachers. New Jersey Education Assn./National Education Assn. Ethnic Heritage Projects, N.E.A., 1975. $4.00.

24. Pride and Protest: Ethnic Roots in America. Schulman, Shatter and Ehrlich. Dell, 1977. $2.50.

25. Teaching Strategies for Ethnic Studies: Concepts, Strategies and Methods. James A. Banks. Allyn and Bacon, 1979. 2nd ed. $8.95.

26. Send These To Me: Jews and Other Immigrants in Urban America. John Higham. Atheneum, 1975. 259 p.

27. "Special Issue on Organizaing Neighborhoods." Social Policy, 10 no.2 (Sept./Oct. 1979) p. 1-64.

28. Unequal Americans: Practices and Politics of Intergroup Relations. John Slawson and Marc Vosk. Greenwood Press, 1979. 249 p.

A. Each lesson covers two and one half hours. The first hour and a half will be devoted to a formal presentation by a specialist on the topic scheduled and lasting 30-40 minutes. Discussion by participants will go on until 11:50 a.m. followed by a 10 minute break. From 11 to 12 noon the participants will organize into task forces for the purpose of developing programs in areas of prime interest to them. Alternate proposals will be considered. Generally task forces will combine to meet during the conference hour to agree on program design and plan its implementation and interim reports to the whole group. Staff and participants will work together during the conference hour for an exchange of pertinent information which will be useful to the task forces. Reports should be completed by May 19, 1980 for dissemination and presentation at the final session on May 26, 1980.

B. During each session, an inside evaluation sheet will be circulated, prepared by a team of two participants to be assigned in alphabetical order beginning with Session #2.

APPENDIX VII

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762I
Room 224

Prof. David Cohen
September 28, 1977

Calendar and Schedule of Topics for:

ETHNICITY AND LIBRARIANSHIP INSTITUTE II; MULTIETHNIC LIBRARY MATERIALS, PROGRAMS AND SERVICES IN NEW YORK CITY AND ITS ENVIRONS (E.G. LONG ISLAND, WESTCHESTER, CONNECICUT AND NEW JERSEY)

Fall Term 1977 (15 sessions).....Spring Term 1978 (15 sessions)

Session #1
Week of 9/28/77

Organization and Scope of the Institute; Orientation of participants; Analysis of the problem; Plan of operation and use of task forces as a means of involving 30 participants in contributing to a partial solution of the problem; Introduction of staff and welcome by key persons from department, college, the community, the world of politics, and the USOE.

Session #2
Wekk of 10/5/77

Need for multiethnic media and library programs in 1977: Impact of ROOTS on ethnicity; meaning of ethnicity and/or ethnic pluralism.

Session #3
Week of 10/12/77

Development of criteria for use on the production and selection of multiethnic media; Guidelines in new patterns of library service to minorities, e.g. collection building and special programming.

Session #4
Week of 10/19/77

Afro-Americans:
1. history, heritage and cultural experience
2. evaluation of library resources, materials and special collections
3. special programs and services.

Session #5
Week of 10/26/77

Hispanic and Latin Americans-Puerto Ricans, Mexican Americans, Cubans, Colombians, Dominicans, Ecuadorians, Haitians, etc.
1. history, heritage and culture
2. library resources and special collections (bi-lingual)
3. museums, resource organizations.

Session #6
Week of 11/2/77

Bilingual and Bicultural Education -
1. principle, meaning, Title VII, ESEA, Bilingual Education Act and court rulings e.g. Aspira decision and Lau v. Nichols, also N.Y. State Board of Regents recommendations.
2. bilingual resources
3. bilingual programs.

Session #7 Week of 11/9/77	Native Americans in New York 1. history, heritage and local demography 2. evaluation of materials in school curricula 3. cultural institutions and museums, organizations.
Session #8 Week of 11/16/77	Asian Americans-Chinese, Japanese, Philipinos, Indonesians, Vietnamese, Koreans, East Indians 1. history, heritage and treatment in the past/present 2. scarcity of materials 3. Chinatown public library branch, Japanese in Queens, Basement Workshop, etc.
Session #9 Week of 11/23/77	Dialogue between the community and the world of publishing; community leaders report on representation in the media of ethnic groups and the response of publishers, editors, authors, etc.
Session #10 Week of 11/30/77	Locating ethnic materials-cataloging, classification, and subject headings; updated and modernized to reflect ethnicity without prejudice and with accuracy.
Session #11 Week of 12/7/77	Sexism and the media-parallels with racisim in the media. Videotape Laboratory session #1, demonstration inside TV studio on Queens College campus.
Session #12 Week of 12/14/77	Racism and intellectual freedom-case studies in selection and censorship. Videotape Laboratory session #2, demonstration inside classroom with portable video equipment.
Session #13 Week of 12/21/77	Films, videotapes, filmstrips and recordings for minority groups; previewing and evaluation of new films and other a/v media; examination of local film programs; prototype of a successful program.
Session #14 Week of 1/11/78	Mental Health and ethnicity: recognition of one's identity, sensitivity to other ethnic groups, staff development training and skills in reaching community groups; PSYCHODRAMA on racial and/or ethnic relations.
Session #15 Week of 1/18/78	Mid-year assessment-tentative reports of task forces a. proposals for action b. solutions to increase representation of minorities in media and library collections c. visit to Langston Hughes Community and Cultural Center as an example of more effective communication with minority persons as potential library patrons.

Spring Term 1978

Session #16
Week of 2/8/78 — Demography of immigration and identification of white ethnic groups--historical overview; upsurge of search for materials of the past immigrants to America; e.g. Arno Press, Immigration Center at University of Minnesota and Staten Island.

Session #17
Week of 2/15/78
(Afro-American History Week) — Irish Americans

1. history, heritage and culture
2. evaluation of library resources, materials and special collections
3. special programs and services.

Session #18
Week of 2/22/78 — Italiam Americans

1. history, heritage and culture
2. evaluation of library resources, materials and special collections
3. special programs and services.

Session #19
Week of 2/22/78 — Jewish Americans

1. history, heritage and culture
2. evaluation of resources
3. special programs, organizations and museums.

Session #20
Week of 3/8/78 — Western European Americans-WASPS, French (see also Haitians) Germans, Austrian, and Scandinavians

1. history, heritage and culture
2. evaluation of library resources, materials and special collections
3. special programs and services.

Session #21
Week of 3/15/78 — Eastern European Americans-Polish, Russian, Baltic people, Czechs, Hungarians, Roumanians, Slovaks and Ukranians.

1. history, heritage and culture
2. evaluation of library resources, materials and special collections
3. special programs and services.

Session #22
Week of 3/29/78 — Southern European Americans, plus Middle East Albanians, Armenians, Greeks, Turks, Spanish and Portuguese and Arabs from the Asia Minor

1. history, heritage and culture
2. evaluation of library resources, materials and special collections
3. special programs and services.

Session #23
Week of 4/5/78 — Building Foreign Language Collections or Multi-Lingual Collections

Session #24, 25 and 26 Trips: Schomburg Center of Black History and Culture
Week of 4/12/78 Countee Cullen Branch of NYPL
4/19/78 South Bronx Project
4/26/78 East Harlem Museum
Jewish Museum
Institute of Human Relations Library
UNICEF Library
New York Public Slavonic Room
Donnell Foreign Language Collection
Chatham Square Branch of NYPL
Basement Workshop

Session #27
Week of 5/3/78 Seminar-Reports on Field Trips.

Session #28
Week of 5/10/78 Prototype of an ethnic materials workshop conducted under library auspices with the title "Making the Ethnic Connection." Focus here is to develop an ethnic resource collection for a particular library in collaboration with a particular community; e.g. architectural survey, oral history tapes, photographic collection, ethnic newspapers, archival documents, directories, etc.

Session #29
Week of 5/17/78 Task Force Reports: Presentations to the entire group of significant findings with emphasis on innovative techniques in reporting e.g. musical and tape accompaniment, sociodramatic offering involving the audience with all task force members participating.

Session #30
Week of 5/24/78 Concluding session;

1. Findings, ethnicity, media, services
2. Publishing program for dissemination of institute findings
3. Prospectus for the future
4. Critical evaluation by evaluation team and participants.

Aim: The Institute is designed to contribute to the improvement of library services to children and young people and adults with ethnic minority-group orientation. It will focus on providing better materials and program planning for all ethnic groups in the Metropolitan New York area, including Asian Americans, Black Americans, German Americans, Greek Americans, Irish Americans, Italian Americans, Jewish Americans, Latin Americans, Native Americans, Polish Americans, Puerto Rican Americans, Scandinavian Americans, Slovak Americans.and other Eastern European Americans.

Around this central theme the Institute will be organized into four major units:

Ethnic Studies: heritage and contributions of minority groups and their treatment in library materials: demography, history, politics and sociology will be covered.

Development of library programs for minorities: assessment of ongoing programs and new designs in programming.

Library resources for minorities in public, school, and college libraries.

Ethnic resource facilities in Metropolitan New York.

Field trips and tours of inner-city schools, libraries, and community projects will be included. Consultants and lecturers will be drawn from among publishers, educators, librarians, authors, editors, and community people.

Informal social events will be planned to encourage participants to become well acquainted and to exchange ideas and information.

Those completing the program will receive six graduate credits in Studies in Librarianship on the post-master's level.

Objectives:

a. Identify the target ethnic groups in New York, large and small, and compile the history, heritage and cultural values for these groups as potential users of the library.
b. To examine our library collections for ethnic content as the basis for planning a selection and acquisition policy which would improve the collections so as to make them relevant to the ethnic groups in the community.
c. In time of financial crisis, it becomes necessary to rally community support by developing creative programs and services which reach out to minorities as the source for new patronage and library boosters. The success in many communities of information and referral services (cf. TIP in Detroit) can be the impetus for designing special ways of attracting the ethnics in the neighborhood.
d. The professional staff and all other personnel in our libraries must be thoroughly trained in the concept of ethnicity, or an awareness of the ethnic dimension both in cognition and affect in order to provide the rapport, materials and services for a community which is basically multiethnic.
e. In designing the course of study, we planned to use resource

personnel associated with these ethnic groups. By videotaping these sessions which will include important ethnic information and ways of dealing with this information within the library framework, we will have an end product which is a documentary and may be used as such for further training and information.

Goals:

a. To train participants in developing demographic and sociologic profiles of the target ethnic groups;
b. To identify and examine the history, heritage, cultural values and the special contributions of the ethnic minorities in greater New York;
c. To develop a directory of ethnic resource persons and organizations, including minority publishers and small presses;
d. To identify, examine and evaluate in the light of current criteria previously defined, existing library media that may be used to serve the needs and interests of the target minority groups, including children, young people and adults;
e. To examine library collections and determine how to improve the ethnic dimension including the use of foreign language or multi-lingual materials;
f. To determine the nature and quality of additional library media that are needed to serve more effectively the multi-ethnic needs in the New York metropolitan community;
g. To identify the key innovative programs now actively being pursued through the use of library resource personnel and by selected trips and visits to library facilities and museums in New York;
h. To develop a set of recommendations for dealing with minority groups that would be useful and appropriate to writers and publishers, librarians and teachers and professional library organizations;
i. To improve the competency of the participants in identifying, selecting, acquiring and utilizing effectively in support of the educational and cultural purposes of the library, the best library media for minority groups;
j. To improve the cometency of the participants in identifying gaps, shortcomings and needs in terms of materials that should be available, and to communicate accordingly with appropriate agencies.
k. To improve the participants' sense of awareness of the diversity among and within each ethnic group so as to make them more responsive to their current users and potential users;
l. To improve the participants' perceptions of intellectual freedom and their ability to cope with elements of racism and sexism without censorship;
m. To educate the participants in the full meaning of bilingual and bicultural education in order to deal effectively with a bilingual group in the community;
n. To train the participants in the technique of videotaping for the purpose of using videotapes in inservice training and as a source for ethnic documentation.

Organization: No one text is available to meet our needs. Extensive Bibliographies and a list of background readings will be made available. These basic resources are recommended for close attention and scrutiny:

1. Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians and Irish of New York City. Nathan Glazer and Daniel P. Moynihan. 2nd ed. M.I.T. Press, 1970. $3.95

2. The Black American in Books for Children: Readings in Racism. Donnarae MacCann and Gloria Woodard, eds. Scarecrow, 1972. $6.50

3. The Disadvantaged and Library Effectiveness. Claire K. Lipsman. A.L.A. 1972.

4. Education and the Many Faces of the Disadvantaged: Cultural and Historical Perspectives. W.W. Brickman & S. Lehrer, eds. Wilet, 1972

5. Education of a Wasp. Lois Mark Stalvey. Bantam Books. $1.25

6. Emerging Humanity: Multi-Ethnic Literature for Children and Adolescents. Ruth K. Carlson. W.C. Brown, Dubuque, Iowa, 1972. $3.95

7. Ethnicity in the United States: A Preliminary Reconnaissance. Andrew M. Greeley. John Wiley, 1974

8. Image of Pluralism in American Literature: An Annotated Bibliography. on the American Experience of European Ethnic Groups. Babette F. Inglehart and Anthony R. Mangione. Institute on Pluralism and Group Identity, American Jewish Committee, 1974. $1.50

9. "The Imperatives of Ethnic Education." James A. Banks, ed. Phi Delta Kappan, 53, Jan. 1972. Entire issue available at 75¢

10. Library Programs: How to Select, Plan and Produce Them. John S. Robotham and Lydia LaFleur. Scarecrow, 1976. $12.00

11. "Library Programs and Services to the Disadvantaged." Library Trends, Oct. 1971. Available for purchase at $3.00

12. Library Service to the Disadvantaged. Eleanor Frances Brown. Scarecrow Press, 1971. $15.00

13. Library Services to the Disadvantanged. William Martin, ed. Shoe String Press, 1975. $10.00 (See chapter on "The United States: An Historical Critique," by John C. Colson.)

14. "Library Services in Metropolitan Areas." Library Trends, Oct. 1974. $3.00

15. The Metropolitan Library. Ralph W. Conant and Kathleen Molz, eds. M.I.T. Press, 1972. $10.00 Available for rental. (Contains Leonard Grundt's "Metropolitan Area Library Problems: An Annotated Bibliography," 299-327).

16. Minority Group Politics: A Reader. S.J. Herzog. Holt, Rinehart, 1971.

17. Multiethnic Media: Selected Bibliographies in Print. David Cohen. A.L.A., 1975. $2.00

18. Prejudices and Antipathies: A Tract on LC Subject Heads Concerning People. Sanford Berman. Scarecrow Press, 1971. $7.50

19. Reading, Children's Books, and Our Pluralistic Society. Harold Tanyzer and Jean Karl, Comps. International Reading Association, 1972. $3.50

20. Reading Ladders for Human Relations. 5th ed. Virginia Reid, ed. & the Committee on Reading Ladders for Human Relations of the National Council of Teachers of English. American Council on Education, 1972. $3.95 paper

21. The Rise of the Unmeltable Ethnics: Politics and Culture in the Seventies. Michael Novak. Macmillan (Collier), 1973. $1.95 paper

22. Roots of America: A Multiethnic Curriculum Resource Guide to 7th, 8th and 9th Grade Social Studies Teachers. New Jersey Education Assn./National Education Ass. Ethnic Heritage Projects. N.E.A., 1975. $4.00

23. The Schools and Group Identity: Educating for a New Pluralism. Judith Herman, ed. Institute on Pluralism and Group Identity, American Jewish Committee, 1974. $1.75

24. Teaching Ethnic Studies: Concepts and Strategies, James A. Banks, ed. National Council for the Social Studies, 43d Yearbook, 1973. $6.00

25. Teaching Strategies for Ethnic Studies: Concepts, Strategies and Methods. James A. Banks. Allyn and Bacon, 1975. $12.50

A. Each participant will select a theme of major interest to him/her in the area of multiethnic media or service or perhaps a particular ethnic group and do a paper which would be useful not only to that participant but to the entire institute and for that matter, the profession as a whole. Due January 11, 1978.

B. Each participant will join a task force designated at the opening session and develop through research and investigation important insights into the subject of ethnicity. In the past task forces examined separate minority groups with respect to heritage, treatment in media and library programs. Alternative topics could be chosen which cut across several ethnic groups, e.g. impact of new

materials; progress in ethnic collection building and innovative programming. Tentative drafts due January 18, 1978. Final report due May 10, 1978.

C. Each participant will select a particular library facility or ethnic resource collection and do what amounts to a case study--investigation in depth of the staff, collection, clientele, services and evidence of successful outreach. A list will be compiled from which participants may choose a particular facilty. Field trips for the entire group are being planned for the major facilities in the New York area that service minorities. Due April 26, 1978.

D. Each participant will be responsible for a written evaluation each week, print and/or non-print media, in relation to the ethnic group being considered. The end result should be a short annotated multiethnic bibliography of 15 items useful as a hand-out in the particular library facility of the participant's choice. Due April 5, 1978.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762I
Room 224

Prof. David Cohen
September 28, 1977

ETHNICITY AND LIBRARIANSHIP INSTITUTE II; MULTIETHNIC LIBRARY MATERIALS, PROGRAMS AND SERVICES IN NEW YORK CITY AND ITS ENVIRONS (E.G. LONG ISLAND, WESTCHESTER, CONNECTICUT AND NEW JERSEY)

THE VIDEO COMPONENT

The use of video in the Institute will have a dual function. Firstly, color videotapes will be made of presentations by guest lecturers during the year. These tapes will be prepared for dissemination to schools, libraries and community groups. Secondly, the participants of the Institute will be trained in portable video production for use in their own libraries and communities.

Why Video?

In recent years, video has become a popular addition to multi-media instructional tools. There is a growing collection of commercially prepared videotapes available to the librarian and teacher with access to these through the NICEM index and various professional publications. (see bibliography). Because of the ease in which videotapes can be produced by people of all ages, local institutions are rapidly becoming involved in using video to fulfill their own particular programming needs.

Portable video equipment is extremely flexible, easy to operate and can even be handled by one person. It is relatively inexpensive with the added feature that recorded tape can be erased and reused. Another advantage is the ability to replay what is recorded almost instantly allowing for immediate feedback.

Application of Portable Video Production

Portable video production is particularly applicable to the objectives of this Institute because it tends to bring people together in the process of producing and viewing videotapes. It also allows librarians to create appropriate documentary and educational materials for their patrons that are not available elsewhere.

Because of the potential value of such programs, participants will have the option of producing a videotape as part of their task force project. Although specific topics will come from participants' individual library situations, the following page will give some suggestions for types of programs that can be developed.

Application of Portable Video Production

1. Local news programs and video magazines that focus on community interests and problems - can bring people closer together and can be produced by children, senior citizens, teen groups, etc.

2. Video dialogue between the community and the library, government, schools, etc., to express specific problems and concerns.

3. Protest video - Short documentaries to protest poor library conditions, housing conditions, drug problems, etc. When shown to the appropriate authorities, this type of tape can lead to greater understanding and action.

4. Home reference service - Telephone inquiries are answered via cable television.

5. Non-english educational tapes - for library instruction, health advice, continuing education, poetry, arts and crafts, community and school issues, etc.

6. Training tapes - for staff instruction, library usage, etc.

7. Children's programming

8. Archival collections - documentaries, oral history projects, local events, etc.

9. School video production - community school board and PTA meetings, assembly programs, class projects, library lessons, school news, etc.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762I
Session #2, CF 224

Prof. David Cohen
Oct. 5, 1977

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Need for multiethnic media and library programs in 1977: Impact of ROOTS on ethnicity; Meaning of ethnicity and/or ethnic pluralism.

6-7:20P.M. The Promise of Ethnicity or Problem?
Dr. Anna Arnold Hedgeman, author, The Gift of Chaos.
Yuri Suhl, author, Uncle Misha's Partisans, On the Other Side of the Gate, etc.

7:20-7:30 Break

7:30-8:10 State of Multiethnic Media & Services, 1977 - David Cohen

8:10-8:50 Conference and Laboratory Period

Selected Readings:

1. "All-White World of Children's Books." Nancy Larrick. Saturday Review, 18 (Sept. 11, 1965), 63-65.

2. "Books That Lie and Lullaby." Daniel Dieterich. Elementary English, (Nov. 1972), 1000-1009.

3. Emerging Humanity. Ruth K. Carlson. Chapter One, "Some Definitions and Values of Multi-Ethnic Literature."

4. "Interracial Children's Books: Problems and Progress." Paul Cornelius. Library Quarterly, 41 (April 1971), 106-27.

5. "Melting Pots, Vanishing Americans and Other Myths." Leonard D. Borman. Library Trends, 20 (Oct. 1971), 210-222.

6. Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts. Michael B. Kane. Quadrangle Books.

7. "The 'Real' Doctor Dolittle." Isabelle Suhl. Council on Interracial Books Bulletin, 1968, Vol. 2 No. 22.

8. "Recent Developments in Minority and Race Relations." Milton L. Barron. The Annals of the American Academy of Political and Social Science, 420 (July 1975), 125-176.

9. Report of the United States National Advisory Commission on Civil Disorders. (Kerner Report). New York Times Editors. Dutton (cloth), 1968. Bantam (paper), 1968. (see section on Education)

10. "Research Report." Jane Porter. Elementary English. Nov. 1972, 1028-37

11. Shortchanged Children of Suburbia. Alic Miel, et al. American Jewish Committee, 1967.

12. "Soul of Learning." Dorothy Sterling. English Journal, 57 (Feb. 1968), 166-80.

13. "What's Black and White and Read All Over?" Dorothy Sterling. English Journal, 58 (Sept. 1969), 817-32.

14. "Bias in Textbooks Not Yet Corrected." Richard L. Simms. Phi Delta Kappan, 57 (Nov. 1975), 201-202.

15. "An Interview With Alex Haley." Today's Education, 66 (Sept./Oct. 1977), 46-48. See also "A Roots SpinOff," by Paul Tapogna, p.48.

16. The Rediscovery of Ethnicity: Its Implications for Culture and Politics in America. Sallie TeSelle, ed. See pp. 1-44, "A Major Debate: White and Black" by Michael Novak and Agnes Moreland Jackson.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762I
Session #3, CF 224

Prof. David Cohen
Oct. 12, 1977

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Development of criteria for use in the production and selection of multiethnic media; Guidelines in new patterns of library services to minorities, e.g. collection building and special programming.

6-7:20 Library Programs: How to Select, Plan and Produce Them. John S. Robertham, Adult Specialist, N.Y. Public Library, author, Library Programs)Scarecrow)
7:20-7:30 Break
7:30-8:00 Portable Video Production, Barbara Martin
8:00-8:15 Criteria, et all David Cohen
8:15-8:45 Conference & Laboratory Period

Assignment for 10/19/77

On the basis of various sets of criteria handed to you tonight, and any of the readings listed below which you might consult, develop your own set of major criteria for use in judging multi-ethnic media. After writing this out, try using it on any book dealing with an ethnic theme and summarize your findings.

Selected Readings:

1. "AASL Resolution Regarding Treatment of Minority Groups in Library Materials." School Libraries. Spring 1971, pp. 12-13.

2. Analyzing Ethnic Studies Materials--A Short Form (3p.) Prepared by the Ethnic Heritage Project of the Social Science Consortium, 855 Broadway, Boulder, Colorado 80302.

3. "Criteria for Evaluating the Treatment of Minority Groups in Textbooks and Other Curriculum Materials." Max Rosenberg. Audiovisual Instruction, Nov. 1972, pp.21-22.

4. "Criteria for Judging Books..." Bettye I. Latimer, ed. Starting Out Right: Choosing Books About Black People for Young Children... Wisconsin State Dept. of Public Instruction, Madison, Wisconsin, 1972. Chapter 2.

5. Criteria for Teaching Materials in Reading and Literature. National Council for Teachers of English. Task Force on Racism and Bias. Nov. 1970.

6. "Developing Criteria for Evaluating Ethnic Studies Materials." James M. Anderson. Audiovisual Instruction. Nov. 1972, p. 18-20.

7. Emerging Humanity. Ruth K. Carlson. Chapter 2, "Griots and Reality Mirrors: Some Criteria of Good Ethnic Literature."

8. "The Great Instructional Materials Game." Frances Castan. Scholastic Teacher. Jr. High Teacher's Edition, Feb. 1973, pp. 10-16.

9. "Guidelines for Black Books: An Open Letter to Juvenile Editors." Augusta Baker. Publisher's Weekly, July 14, 1969, pp. 131-133; also in McCann and Woodward, Chpater 5, pp. 50-56.

10. "Guidelines for the Evaluation of Indian Materials for Adults." Amer. Libraries. June, 1971, pp. 610-611.

11. Library Programs: How to Select, Plan and Produce Them. John S. Robeth and Lydia LaFleur. Scarecrow Press, 1976. Various chapters...important rea

12. "Library Programs and Services to the Disadvantaged." Library Trends. (Oct. 1971) see various articles.

;3/ "Services to the Disadvantaged." Genevieve Casey. Library Trends, (Oct. 1974) pp. 271-285.

;4/ Toward A National Program for Library and Information Services: Goals for Action. National Commission on Libraries and Information Service. Supt. of Documents, G.P.O., 1975, pp. 4, 40-43.

15. "The United States: An Historical Critique." John C. Colson, in Library to the Disadvantaged. William Martin, ed. Shoestring Press, 1975.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #4, CF 22h

Prof. David Cohen
October 19, 1977

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Afro-Americans: 1. History, heritage & cultural experience
2. Evaluation of library resources, materials & special collections
3. Special programs & services

6-7:20 "Reflections of the Black Experience in the Literature of the Sixties & Seventies."
Professor Addison Gayle, Jr., Baruch College, CUNY, author, Wayward Child: A Personal Odyssey; The Way of the New World: The Black Novel in America.
7:20-7:30 Break
7:30-8:00 Assessment of access to Afro-American literature - David Cohen
8:00-8:45 Conference & Laboratory Period

Assignment for 10/19/77

Evaluate in terms of the criteria we have agreed upon---a fiction or non-fiction, a background book, a film or filmstrip program dealing with a Black American.

Selected Readings:

1. "Afro-Americans: Concepts, Strategies and Materials," Chapter 7, in Teaching Strategies for Ethnic Studies. James A. Banks.

2. American Hunger. Richard Wright. Harper, 1977. $8.95.

3. "The Bicentennial and the Afro-American: A Selected Bibliography." Delores C. Leffall. Negro History Bulletin, 38 (Feb./Mar. 1975), pp. 358-361.

4. "Bicentennial Browsing: Focus on Black Literature, Conversations with Darwin Turner." Marna and Yoder. English Journal, Dec. 1975, pp. 78-61.

5. "The Black American." E. F. Brown. Library Service to the Disadvantaged, Chapter 9, pp. 232-264.

6. "Black Americans." (media list) Booklist, May 1, 1973.

7. "Black Emotion and Experience: Literature for Understanding." D. Randall. American Libraries, Feb. 1973, pp. 86-90.

8. Black Experience in Children's Books. Barbara Rollock. NYPL, 1974. $2.50.

9. "Black is Beautiful," Chapter 3 in Pride and Protest: Ethnic Roots in America. Jay Shulman, et al, eds. Dell, 1977.

10. "Black Literature in a Pluralistic Society," Chapter 5 in Emerging Humanity. Ruth K. Carlson.

11. "Black Perspective in Books for Children." in MacCann & Woorward, Black Americans in Books for Children, Chapter 1. See also, Wilson Library Bulletin, Dec. 1969, pp.

12. "Black Writing & Black Nationalism: Four Generations." Chapter 6 in Gates of Eden: American Culture in the Sixties. Morris Dickstein. Basic Books, 1977.

13. "The Changing Image of the Black in Children's Literature." Augusta Baker. Horn Book Magazine. Feb. 1975, pp. 79-88.

14. "Children's Books and Racism." Chapter 3 in Starting Out Right. B. I. Latimer. See Also Black Scholar, May-June 1973, pp. 2-39.

15. "Enhancing the Black Self-Concept Through Literature." Nancy Arnez. Black Self-Concept. Banks and Gramba, Chapter 5.

16. "Goodbye Black Sambo: Black Writers Forge New Image in Children's Literature." Parks. Ebony, Nov. 1972, p. 60.

17. "House of Limited Mirrors: Black Reflections in the Media." Eugenia Collier. Current History, Nov. 1974, pp. 228-231, 239.

18. "Library Service to Black Americans." C. Jordan. Library Trends, Oct. 1971, p. 271.

19. A Passion for Equality. Nick and Mary Lynn Kotz. Norton, 1977. 306p. $8.95. (biography of Dr. George A. Wiley, CORE and National Welfare Rights leader)

20. Reading, Children's Books and Our Pluralistic Society. Tanyzer & Karl, comps. "Black Child's Needs," p. 9; "Black Child and his Reading," p. 14; "Who Speaks for Culture?," p. 30.

21. Roll of Thunder, Hear My Cry. Mildred Taylor. Dial, 1976. Newbery Award for 1977.

22. Roots: The Saga of an American Family. Alex Haley. Doubleday, 1976. 688p. $12.50.

23. Song of Solomon. Toni Morrison. Knopf, 1977. $8.95.

24. The Way of the New World: The Black Novel in America. Addison Gayle, Jr. Doubleday (Anchor), 1975. See Introduction, Chapter 12 & 13, "The Way of the New World," parts 1-2, and the "Afterword." See also "Bibliography," pp. 393-402.

25. "What is a Racist Book?" Rae Alexander. Council on Interracial Books Bulletin, Vol. 3, No. 1, 1970.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #5, CF 208

Prof. David Cohen
October 26, 1977

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Hispanics and Latin Americans (including Caribbean region)-
Puerto Ricans, Mexican Americans, Cubans, Colombians,
Dominicans, Ecuadorians, Haitians, etc.

6-7:10 "Puerto Rican Culture & Lifetstyle in New York," Nicholasa Mohr, author, Nilda; El Bronx Remembered; In Nueva Yo[illegible]
7:15-8:10 Outreach for Hispanics and Latin Americans and Ha[illegible]ians. Natalia Davis, Community Coordinator, Brooklyn Public Library.
8:10-8:45 Meeting of Task Forces.

Assignment for October 26, 1977.
Select and evaluate a resource, print or non-print, dealing with Hispanic Americans.

Selected Readings:

1. Awakening Minorities, Part III, Puerto Ricans, John R. Howard. (Aldine, 1970). pp. 123-189.
2. "Bicultural and Bilingual Americans: A Need for Understanding," Robert P. Haro. Library Trends. 20 (Oct. 1971) pp.256-270.
3. "Cultural Pluralism and the Education of Puerto Rican Youths," Eduardo Seda Bonilla. Phi Delta Kappan, Jan. 1972, pp. 294-296.
4. "The Dilemma of Selecting Spanish-Language Books," Isabel Schon. School Library Journal, 23 (Oct. 1976), p. 92.
5. Down These Mean Streets and Saviour, Saviour, Hold My Hand. Piri Thomas.
6. "Films for Spanish-Speaking and Spanish Culture Groups," Booklist, Nov. 15, 1972, pp. 280-284.
7. "New York: The South Bronx Project," Lillian Lopez. Wilson Library Bulletin, March, 1970, pp. 757-760.
8. "100 Children's Books About Puerto Ricans: A Study in Racism, Sexism, and Colonialism." Interracial Books for Children, Vol. 4, Nos. 1 & 2, 1972. Reprint.
9. "Puerto Rican Children in the U.S.," Antonia Pantoja. In Reading, Children's Books, and Our Pluralistic Society, pp. 25-27. See also Pura Belpre White, "Who Speaks for a Culture," pp. 28-29.
10. "The Puerto Rican Experience" in Roots of America, NEA, 1975, pp. 155-170.
11. "Puerto Ricans," Booklist, Jan. 15, 1973, pp. 477-81.
12. "The Puerto Ricans," in Glazer and Moynihan, Beyond the Melting Pot. 2nd ed. pp. 86-136. See also, "Introduction to the Second Edition, N.Y.C. in 1970," pp. VII-XXX.
13. The Puerto Ricans: An Annotated Bibliography. Paquito Vivo, Puerto Rican Research and Resource Center. Bowker, 1973. Comprehensive.
14. The Puerto Ricans: A Resource Unit for Teachers. Ana Batlle et al. Anti-Defamation League of B'nai B'rith (1972?) $1.25. Includes bibliography, print and nonprint.
15. Puerto Ricans in the Continental United States: An Uncertain Future. U.S. Civil Rights Commission, Washington, D.C., 170 p. (Also available in Spanish, 190 p.

16. Puerto Rico in Children's Books; A Selected List. NYPL, 1973.
17. "Reach Out to Your Spanish-Speaking Patrons." Yolanda E. Rivas. School Library Journal, Feb. 1976, p. 32.
18. Resources for the Study of Puerto Rican Life and Culture, by Jan Cable, Media Specialist.
19. "Special Feature on Bilingual Education: An Overview," Albar A. Pena et al. Today's Education, Jan.-Feb. 1975, pp. 71-84.
20. "Teaching the Puerto Rican Experience," James A. Banks. Teaching Ethnic Studies, Chapter 9.
21. Teaching Strategies for Ethnic Studies. James A. Banks. See Chapter 10, "Puerto Rican Americans: Concepts, Strategies and Materials," see also Chapter 8, Mexican Americans, and Chapter 11, Cuban Americans.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #6, CF 208

Prof. David Cohen
November 2, 1977

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Native Americans in New York--History, heritage and local demography; Evaluation of materials in school curricula; Cultural institutions and museums and organizations.

6-7:30 P.M. "Indians (Native Americans) in the New York area, heritage, life-style and needs," Dorothy Starks, Home/School Liaison Coordinator, Title IV, American Indian Community House.

6:45-7:30 P.M. "Quality Media by the Native Americans for the Native Americans and about the Native Americans for use in libraries; Cues for evaluation," Arlene Hirschfelder, Bibliographer, Association of American Indian Affairs, Curriculum Specialist and author, AMERICAN AND ESKIMO AUTHORS and numerous magazine articles.

Assignment for November 2, 1977.

Evaluate a book, film and/or sound filmstrip program dealing with the American Indian using criteria such as authenticity, utilization, content, technical qualities, overall rating and of course your recommendations.

Selected Readings:

1. American and Eskimo Authors. Arlene Hirschfelder. Interbook Inc., N.Y. 1974. $4.00.

2. "American Indians," Eleanor Brown. Library Services to the Disadvantaged. pp. 412-425.

3. The American Indian, 1492-1976: A Chronology and Fact Book. 2nd ed. Henry C. Dennis, Comp. & Ed. Ociana Publications, 1977. See in particular the Appendices, pp. 149-174, misc. resources.

4. American Indian Authors for Young Readers. Mary Gloyne Byler. Interbook, Inc., N.Y., 1973. $1.00.

5. "American Indians." Booklist, Sept. 15, 1972, pp. 176-181.

6. "Bibliography of Sources and Materials for Teaching About American Indians." Social Education, May 1972, pp. 488-493.

7. "The Changing Environment and Changing Institutions: Indian Project of the Northeast Kansas Library System." W. D. Cunningham. Library Trends, Oct. 1971, pp. 376-381.

8. Chronicles of American Protest. Bradford Chambers. Fawcett, $1.25.

9. "Culturally Oriented Institutions for Native American Students," J. M. Mahan & M. K. Criger. Integrated Education, 15 (Mar. 1977), pp. 9-13.

10. "Economic and Social Status of the American Indian, 1940-1970," A. L. Sorkin. Journal of Negro Education, 45 (Fall 1976), pp. 432-447.

11. "Education of the American Indians," Will Antell. Current History, Dec. 1974, pp. 267-270, 279.

12. Emerging Humanity. Ruth K. Carlson. Chapters 6 and 7.

13. "Image of American Indians Projected by Non-Indian Writers," Mary G. Byler. School Library Journal, February 1974, pp. 36-39.

14. "The Indian in Adolescent Novels," Anne Troy. Indian Historian, 8 (Winter 1975), pp. 36-42.

15. "Indian Presence in American Literature," Anna Lee Stensland. English Journal, 66 (March 1977), pp. 37-41.

16. "Library Service to American Indians," J. S. Smith. Library Trends, Oct. 1971, pp. 223-238.

17. "Library Training Program for Native Americans: Para-professional Training of Aides for American Indian Information Centers," D. Hall. Wilson Library Bulletin, 51 (May 1977), pp. 751-754.

18. Literature By and About the American Indian. Anna Lee Stensland. N.C.T.E., 1973. $3.95.

19. "Media and the American Indian," J. R. Richburg and P.R. Hastings. Social Education, May 1972, pp. 526-533.

20. Minorities in Textbooks. Michael B. Kane. pp. 112-121.

21. "Native Americans" (Periodicals), J. P. Danky and M. Fox. Wilson Library Bulletin, 51 (February and April 1977), pp. 481-485, 662-666.

22. "Native Americans: Concepts, Strategies and Materials," James A. Banks. Teaching Strategies for Ethnic Studies. Chapter 5.

23. "On Indian Education," A. Brewer. Integrated Education. 15 (May/June 1977), pp. 21-23.

24. "Prejudice about Indians in Textbooks," V. J. Kirkness. Journal of Reading, 20(April 1977), pp. 595-600.

25. Red Children in White America. Ann H. Deuf. University of Pennsylvania Press, 1977. 155p. See Chapters 1 & 2.

26. "Resources for the Study of Native Americans," L. Ladevich & T. Swiss. Media & Methods. 13 (May 1977), pp. 50-52.

27. "Second Decade of Little Big Man," F. Turner. Nation, 225 (Aug. 20, 1977), pp.149-51.

28. "Teaching Native American Values and Cultures," James A. Banks in Teaching Ethnic Studies, Chapter 7.

29. Textbooks and the American Indian. Jeanette Henry. Chapter 3, "General Criteria," also Chapters 1 & 2, "The Background," etc.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #7, CF 208

Prof. David Cohen
November 9, 1977

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Asian Americans - Chinese, Japanese, Koreans, Philipinos, East Indians, Indonesians, Vietnamese; 1. History, heritage and treatment in past/present; 2. Scarcity of materials; 3. Chinatown public library branch, Japaneses in Queens, also Koreans and Philipinos, Basement Workshop, Bridge Magazine and Asian American Resource Center.

6-6:45 "Asian Americans-heritage and lifestyle," Prof. T, K. Yen, Dept. of Asian Studies, Seton Hall University.

6:45-7:30 "Treatment of Asian American Experience in the Media," Ms. Gin Woo, Co-Coordinator, Asian American Resource Center and Basement Workshop.

7:30-7:40 Break

7:40-8:00 Conference, assignment, etc.

8:00-8:45 Task Force Meetings & Videotape Instruction.

Assignment for November 9, 1977:

1. Evaluate a background book, fiction, film, or sound filmstrip program dealing with Chinese, Japanese, Korean or Filipino Americans.
2. State in writing your estimate of change in treatment of Asian Americans since W.W. II.

Selected Readings:

1. American Racism. Daniels and Kitano. Chap. 3, "Racism in Practice: 1769-1942; Chap. 4, "Racism Modified: W.W. II & After."
2. "Americans of Oriental Descent," in M. Kane Minorities in Textbooks, pp. 121-130.
3. "Asian American History: De-Mythifying Textbooks," Bridge 4(July 1976) pp. 30-33.
4. "Asian Images A Message to the Media," Bridge, April 1974, pp. 25-30.
5. Chinese-Americans: School and Community Problems. Integrated Education Associates. Chicago, Ill. 1972. $1.25.
6. "Chinese and Japanese Americans," Booklist, Feb. 15, 1973, pp. 552-554.
7. "The Chinese Language and School in the U.S.," R. K. Jung. School and Society, Summer 1972, pp. 309-312.

8. Civil Rights Digest, Fall 1976 (quarterly published by U.S. Civil Rights Commission, free on request). Entire issue devoted to Asian Americans e.g. Chinese, Japanese, Philipino, Korean et al.

9. "Confessions of Number One Son," Frank Chin. Ramparts, Feb. 1973, pp. 41-48.

10. "Discussion of the Asian Image in American Schools and Public Media," R. Sorich. Bridge, Mar. 1972, pp. 11-17.

11. "Education of the Korean Immigrant Child," Hyung-chan Kim. Integrated Education, 15 (Jan.-Feb. 1977), pp. 15-18.

12. Fifth Chinese Daughter. Jade Snow Wong. Harper, 1950.

13. "How Children's Books Distort the Asian American Image," Bridge, 4 (July 1976) pp. 30-33.

14. The Japanese Helped Build America. Dorothy and Joseph Dowdell. Messner, 1972.

15. Nisei Daughter. Monica Sone. Little, 1958.

16. "Orientals and Orientation," S. Fersh. Phi Delta Kappan, Jan. 1972, pp. 315-318.

17. "The 'Others': Asian Americans and Education," Connie Young Yu. Civil Rights Digest, Fall 1976, pp. 44-51.

18. Searching for America. E. B. Kelly, Ed. NOTE: Task Force on Racism and Bias, 1972. See pages 71-77 of "Asian-American Literature," By Kai-yu Hsu.

19. "Supreme Court Ruling on Chinese Children," (Document). Integrated Education, Jan.-April 1974, pp. 33-35.

20. "Teaching the Asian American Experience," Chapter 6 in Teaching Ethnic Studies. James Banks. See also "Asian Americans: Concepts, Strategies and Materials," Chapter 9, Teaching Strategies for Ethnic Studies. James Banks.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #8, CF 208

Prof. David Cohen
November 16, 1977

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Bilingual and Bicultural Education:
1. Principle, Meaning, Title VII, ESEA, Bilingual Education Act and Court Rulings, e.g. Lau v. Nichols, **Aspira** consent decree, also N.Y. State Board of Regents recommendation;
2. Bilingual resources;
3. Bilingual programs.

6-6:45 "Meaning and Rationale of Bilingual and Bicultural Education," Carmen L. Velkas, Project Director, NYC Board of Education Bilingual Resource Center.

6:45-7:30 "Qualification and Responsibilities ofBilingual Librarianship," Pilar de Cuenca, Librarian, NYC Board of Education Bilingual Resource Center.

7:30-7:40 Break

7:40-8:45 Conference/Laboratory-Video Training/Task Force Meet

Assignment for 11/16/77:
In a short written statement tell us what are the advantages of bilingual and bicultural education; what are the limitations?

Selected Readings:

1. A Better Chance to Learn: Bilingual-Bicultural Education. U.S. Commission on Civil Rights. Clearinghouse Publication No. 51, May, 1975. Washington, D.C. 20425. 254p. See Chapter 2, "Language Minority Students and Equal Opportunity."
2. Bilingual Bicultural Materials: A History for Library Resource Centers. El Paso Public Schools, June 1974. 79p.
3. The Bilingual Child: Research and Analysis of Existing Educational Themes. Antonia Simoes, Jr. Academic Press, 1976. 272p. See Chapter 2, "Social and Psychological Implications of Bilingual Literacy.
4. "Bilingual Education-A Perspective." Joshua A. Fishman. IRCD Bulletin 12(Spring 1977) pp. 1-12. A publication of the Institute for Urban and Minority Education, T.C., Columbia University.
5. "Bilingual Education in American Schools." Francesco Cordasco. Intellect 106 (July 1977), p. 4.
6. "Bilingual Teaching for Newly Arrived Immigrant Children: Use of Adult and Peer Tutors." J. J. Hassett. Clearing House 50 (May 1977) pp. 409-412.
7. Proyecto Leer (publication) Books for the People Fund, 1736 Columbia Rd, N.W., Suite 107, Washington, D. C. 20009.
8. Spanish Bilingual Instructional Materials Project; A Buyer's Guide. Spanish Bilingual Project, EPIE Institute, 463 West Street, NYC 10014.
9. "Special Report: the Bilingual Library: Automotive High School, Brooklyn, New York." Muriel Bart. Wilson Library Bulletin 51 (Feb. 1977) pp. 475-476.
10. "Teaching in English-Plus." Newsweek, Feb. 7, 1977, pp. 64-65.
11. "Teaching the Puerto Rican Experience." F. Cordasco & D. Castellanos, Chapter 10, pp. 231-240 in Teaching Ethnic Studies, James A. Banks, Ed. (National Council for the Social Studies, 43d Yearbook, 1973)

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #9, CF 208

Prof. David Cohen
November 23, 1977

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Diversity and Conformity in American Life - In place of a dialogue between the community and the world of publishing which we will schedule for a later date, we will be viewing a film dealing with ethnicity entitled: Free To Be? or Diversity and Conformity in American Life. It was especially made by the Anti-Defamation League with a grant from the N.Y. Council for the Humanities as a vehicle for classroom and community discussion of such ideas as:

1. Ethnic Identity and Cultural Pluralism
2. Immigration Restriction
3. Ethnicity and Labor
4. Ethnicity and Regionalism
5. Ethnic Division vs. National Unity
6. Ethnic Neighborhoods
7. Ethnicity and Upward Mobility
8. Racism and American Ideals
9. Youth and the Generation Gap
10. Women's Rights; Feminism and Revolution
11. Religious Toleration; Religious Beliefs; Parochial Education
12. Ethnic Studies Programs
13. Bilingual Instruction

Your role in seeing the film as professionals is threefold:

1. To respond to the basic message of the film;
2. To evaluate the film as an addition to your library;
3. To suggest how this film could be used in programming and followup with related activities.

6:00-7:30 Film discussion leader, Free To Be?, David Szonyi, Instructor in Jewish History, Lehman College; Doctoral candidate, Stanford University.

7:30-7:40 Break

7:40-8:45 Conference and Laboratory Period; Task Forces meet; Examine Library.

Assignment for November 23, 1977:

Select any title from our library in Room 251 dealing with an ethnic group or groups covered in our last four sessions and evaluate the title in terms of group characteristics portrayed - to what extent is diversity or difference emphasized? Should we be concerned with similarities or differences in group behavior or both?

Selected Readings:

1. Curriculum Guidelines for Multiethnic Education. National Council for the Social Studies, pp. 5-17.

2. "The Imperatives of Ethnic Education". James Banks. Phi Delta Kappan, 53 (Jan 1972) pp 266-69.

3. "The Limits of Ethnicity : Tend the Roots, But Remember the Tree". Irving Howe. New Republic, 176 (June 25, 1977).

4. "A Psychological Anthropologist's View of Ethnicity and Schooling". Charles C. Harrington. IRCD Bulletin, 10 (Fall 1975) pp. 1-11.

5. "Remembering Class: An Interpretation". Colin Greer in his Divided Society: The Ethnic Experience in America, pp. 3-35.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #10, CF 208

Prof. David Cohen
November 30, 1977

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Sexism and the Media - Parallels with Racism in the Media; Condition of Sexist Discrimination in Library Materials and the Solution; Response from Libraries and Publishing.

6-7:30 "Stereotyping of Women in Literature for Children, Young People and Adults; How to Overcome Sexism in the Media." Ms. Sharon Wigutoff, Children's Book Editor, Feminist Press and Ms. Jeanne Bracken, Children's Book Editor, Feminist Press.

7:30-7:40 Break

7:40-8:45 Conference and Laboratory Period: Videotape Instruction; Meeting of Task Forces - submit written prospectus of work to be done.

Assignment for November 30, 1977:

Read one or more of the following articles on Sexism in library materials; be prepared to discuss the merits of the problem in terms of the condition and the solution. Evaluate two titles, one that is "sexist" and another that is "non-sexist". How would you handle a Sexist book in the Library?

Selected Readings:

1. "Bias in Textbooks," Inside Education (N.Y. State Educ. Dept.) March 1973, pp. 14-15.

2. "Boys and Girls Are For Doing Everything: A Recommended List." Association of Children's Librarians of Northern California, c/o Nancy Schimmel, Booklegger Magazine, San Francisco, California.

3. Children Are People: An Annotated Bibliography of Nonsexist Children's Books. P.O. Box 2428, Stanford, California 94305. $1.00

4. "Clarifying Sexist Values," D. & M. Sadker and Sidney Simon. Social Education, December 1973, pp. 756-760.

5. Dick and Jane as Victims: Sex Stereotyping in Children's Readers. 1972. Women on Words and Images, P.O. Box 2163, Princeton, N.J. 08540.

6. Equal Time: Nonsexist Books for Young Readers. Houghton Mifflin Co., 2 Park St., Boston, Mass. 02107.

7. "A Feminist Look at Children's Books," School Library Journal, Jan. 1971, pp. 19-24. See also Jan. 1972, pp. 32-36, an annotated bibliography.

8. Improving the Image of Women In Textbooks. Scott Foresman & Co. 1900 E. Lake Ave., Glenview, Ill. 60025.

9. Little Miss Muffet Fights Back. 1971. Feminists on Children's Media, P.O. Box 4315, Grand Central Station, New York, N.Y. 10017. 50¢.

10. "The Making of a Nonsexist Dictionary," MS, Dec. 1973, pp. 12-16.

11. Male and Female Under 18: Frank Comments from Young People About Their Sex Roles Today. Nancy Larrick and Eve Merrian, Eds. Avon, 1973. $1.25.

12. Man!: Memo From a Publisher," (McGraw-Hill Guidelines), New York Times Magazine, Oct. 20, 1974, pp. 38-39, 103-108. See also "McGraw-Hill Guidelines for Equal Treatment of the Sexes" in School Library Journal (Jan. 1975) 5pp.

13. Non-Sexist Education for Young Children: A Practical Guide. Barbara Spring. Citation Press, 1975. $3.25.

14. Nowhere to be Found. Victoria Samuels. Institute on Pluralism & Group Identity. $1.25.

15. "Sex Bias in Textbooks," Lenore J. Weitman & Diane Rizzo. Today's Education, Jan.-Feb. 1975, pp.49-52.

16. Sex Role Stereotypes: Dispelling the Myth in the Schools." Joellen Watson. Integrated Education, 15 (July-Aug. 1977), pp. 40-41.

17. "Sexism and Language," (McGraw-Hill Guidelines), Congress Bi-Weekly, Octo. 25, 1974, pp. 11-14.

18. Sexism and Youth. Diane Gersoni-Stavn, Ed. Bowker, 1974, Anthology of 47 Essays.

19. "Sexism in Schools: An Issue for the 70's," Myra and David Sadker. Education Digest, 34 (April 1974), pp. 59-61.

20. Stereotypes, Distortions and Omissions in U.S. History Textbooks. Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023, 1976. $7.95. Includes information on treatment of Asian, Black, Chicano, Native Americans, Puerto Ricans and Women.

21. "Teaching About Women in the Social Studies: Concepts, Methods & Materials. Jean D. Grambs, Ed. National Council of the Social Studies, 1976. $5.95.

22. "Teaching the Role of Women in American History," Janice Low Trecker in National Council of Social Studies, 43 Yearbook, Teaching Ethnic Studies, pp. 279-97. See also her article in Social Education, March 1971, p. 249.

23. "Women and Girls," Elementary English, October 1973, pp. 1019-1106. Select any one of fifteen articles with sex-role stereotypes in children's literature.

24. "Women in Film," Film Library Quarterly, Winter 1971-72. Entire issue devoted to women.

25. "Women's Liberation," Booklist, Jan. 1, 1973, pp. 430-436, (print and non-print bibliography).

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762I
Session #11, CF208

Prof. David Cohen
December 7th 1977

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Racism and Intellectual Freedom: Case Studies in Selection and Censorship.

6-7:20 P.M. "Current problems in intellectual freedom and racism beginning with the attack on multicultural materials in Kanawha County, (Charleston) West Virginia." Prof. David Cohen.

7:20-7:30 P.M. Break

7:30-8:45 P.M. Video Laboratory Session; Task Forces Meet.

Assignment for 12/7/77:

Read one or more of the following citations and be prepared to answer the following questions:

1. How do you account for the recent evidence of complaints about multicultural or multiethnic textbooks and library materials?
2. How do you handle complaints?
3. Can you withdraw a title?
4. Can you restrict a title?
5. What would you do with complaints about Huckleberry Finn, Merchant of Venice, Oliver Twist, All in the Family?
6. Prepare an oral statement in answer to the question: Are there any conditions under which you would feel justified in removing a racist or sexist title from the library collection?

Selected Readings:

1. "Acting for Children?" James A. Harvey. School Library Journal, Feb. 1973, pp. 26-29.

2. "Censorship Reevaluated," Dorothy Broderick. Library Journal, Nov. 15, 1971, pp. 3816-18.

3. "...Coping With Censorship in Schools!" David Cohen, in The Paperback Goes to School, Dominic Salvatore, Ed. pp. 91-112 (1972).

4. "The Debate Nobody Won," Library Journal 102 (Aug. 1977), pp. 1573-80.

5. "Impressionable Minds ...Forbidden Subjects," Alan H. Levine. School Library Journal, Feb. 1973, pp. 26-29.

6. "In the Mailbag ..." Top of the News, April 1975, pp. 282-88. Discussion of racism in Theodore Taylor's book The Cay by Council on Interracial Books and response by the author.

7. Intellectual Freedom Manual. A.L.A. Office of Intellectual Freedom, 1974. See in particular, pp. 27-29, 42. "Sexism, Racism, and Other Isms"in Library Materials.

8. Library Media Center Problems: Case Studies. Louis Coburn. Oceana, 1973. 144 pp. See Cases XI, "The Rabbi Protests," and XXII, "Down These Mean Streets."

9. "Little Black Sambo: The Continuing Controversy," Phyllis Yuill. School Library Journal, March 1976, pp. 71-75, see also editorial "No Easy Answers", p. 53.

10. "Long Island School Board Removes Eleven Titles from Classrooms." Publishers Weekly, 209 (Apr. 5, 1976) pp. 19-20.

11. "NEA Panel Reports on Kanawaha County," Newsletter on Intellectual Freedom, March 1975, pp. 33, 57-59.

12. "New 'Film About Freedom' Escalates ALA Racism Debate," Interracial Books for Children Bulletin, 8 #'s 4 & 5 (1977), pp. 3-21.

13. Newsletter On Intellectual Freedom. Check any issue for titles that are troublesome.

14. Problems in Intellectual Freedom and Censorship. A. J. Anderson. Bowker, 1974. See Cases #27 and 28 dealing with Little Black Sambo.

15. "Reading Guidance and Intellectual Freedom," Nancy Schimmel. Top of the News, April 1975, pp. 317-320.

16. Selection Guidelines: School Library Resources, Textbooks, Instructional Material. University of the State of New York, State Education Department, Bureau of School Libraries, Albany, New York 12234. (Regents Board of Recommended Guidlines, Sept. 1976)

17. Selection of School and Library Materials and Pressure Group Attacks (A.C.L.U. #69).

18. "Speaking Out on Book Banning," School Library Journal, 23 (October 1976), pp. 82-84.

19. Students' Right To Read, 1972 ed. National Council of Teachers of English, 1972. 24 pp. 50¢, 10 or more 25¢ each.

Selection of School and Library Materials and Pressure Group Attacks (A.C.L.U. #69)

A. Introduction

One of the objectives of universal free public education is to develop in children the intellectual capacities required for the effective exercise of the rights and duties of citizenship. Experience demonstrates that this is best accomplished in an atmosphere of free inquiry and discussion which is, in turn, supported by effective selection and use of instructional materials. This policy statement attempts to establish the rights and responsibilities of all the participants in this essential process and provide standards and procedures for selecting textbook and library materials consistent with the developments as citizens in a free society. [Board minutes, June 18-19, 1977.]

B. General Guidelines

1. Instructional materials, including inter alia texts, books, films, magazines, and newspapers, should make available to students in their classes and in school libraries, a wide range of ideas, and diversity of political viewpoints. Such diversity is required by the constitutional guarantee of free speech, free press, and equal protection. Material should never be excluded or removed simply because it expresses unpopular, or controversial views, or because it coincides with particular religious views, provided that texts or materials which give a particular religious explanation of any subject may not be used in the public schools in such a context as to further or inculcate religion. The requirement of diversity, however, does not mandate a presentation of any particular point of view or theory unless necessary to a fair and balanced presentation of the subject. [Board minutes, June 18-19, 1977.]

2. At times, implementation of these objectives will induce conscientious teachers, librarians, and other professionals entrusted with the task of making or recommending choices of instructional materials, to choose materials which may be characterized as 'un-American,' 'communistic,' 'obscene or 'irreverent,' by some community individuals or groups, including Board of Education members. This may lead to attempts to eliminate these materials to punish teachers and librarians for their use, and to substitute other materials more congenial to certain political and religious beliefs. [Board Minutes, September 24-25, 1977.]

3. The ACLU is strongly committed to the principle of free inquiry and diversity at all educational levels. Therefore, the ACLU will employ all appropriate means to protect school systems, teachers, librarians, and students attempting to implement these principles of diversity from attacks by groups espousing a narrower view of the educational process. But the ACLU also recognizes the right of parents and students to some measure of protection from compulsory use of instructional materials which they believe assault religious and moral beliefs. [Board minutes, June 18-19, 1977.]

4. School boards, or other bodies with the ultimate statutory authority to approve instructional materials, should be elected or appointed by procedures that permit meaningful public participation. [Board Minutes, September 24-25, 1977.]

C. Classroom Instructional Materials

1. Selection of classroom instructional materials is primarily the responsibility of professional educators. But school boards, parents, students, and the community are entitled to participate in the process.

2. (a.) The best method for selecting teaching materials is to give final authority to teachers to make selections on the basis of their professional competence in consultation with supervisors and within guidelines established by school boards. Such guidelines should conform to the general principles provided herein. Recommendations from students, parents, and citizens should be considered. Teachers should respect the right of students to freedom of inquiry and to access to materials offering a variety of views on controversial issues. In making their selections, teachers may properly take into account the degree of maturity of the students as well as the educational effectiveness of instructional materials. Their responsibility also includes review and replacement of outdated materials.

(b.) States and communities may choose to require school boards to give final approval to selections after consultation with educators and the community. School boards, however, may not exercise such authority so as to implement particular viewpoints on debatable economic, social, political, moral, and literary issues.

D. Libraries

1. Library materials should be selected by librarians, taking into account recommendations from teachers, members of the community students, and parents, and within guidelines established by school boards. Such guidelines should conform to the general principles provided herein. Library materials should present the multiple realities of a pluralistic society including fiction and non-fiction which portray the many facets of life and provide a full airing of controversial issues. School board members, individually or as a body, may not ban or remove materials from libraries.

2. In addition to the obligation to include a wide range of ideas and interpretations in the materials in the school library, the library also has an affirmative duty to provide access to materials to students. The library should not refuse access to books and other materials to students on the grounds of a student's age, sex, race, ethnic group, or religion, and should not restrict access because of the alleged inappropriateness of the subject matter.

E. Complaint Procedures

Criticism of books and materials selected and advocacy of additional material is an essential free speech right of students, parents, faculty, and the community. A written, clearly defined method should be adopted by each school district for handling suggestions and complaints. This should include written statements of proposals or objections, identification of the material, open, well-publicized hearings, review by educators and librarians and other resource persons, and decisions made within a reasonable period of time. Objection to the particular language or viewpoint of material cannot be justification for the exclusion of classroom or library material. Material objected to may not be withdrawn from use while the objection is being reviewed. [Board Minutes, June 18-19, 1977.]
(See also policy on Private Pressure Groups #3)

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #12, Rm.208A
(Student Union Building)

Prof. David Cohen
December 14, 1977

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Locating Ethnic Materials - Cataloging, classification, and subject headings; Updated and modernized to reflect ethnicity without prejudices and with accuracy.

6:00-7:30 P.M. "Ethnic Access: New Approaches in Organizing Library Collections or Critiques and Reforms in Cataloging," address by Sanford Berman, Head Cataloger, Hennepin County Library and author, Prejudices and Antipathies; A Tract on LC Subject Heads Concerning People.

7:30-8:00 P.M. Break, refreshments for visitors

8:00-8:45 P.M. Conference and Task Force Meetings

Assignment: How would you improve access to minority materials in your collection?

1. In relation to use of subject headings?
2. In relation to use of LC or Dewey Decimal Classification?
3. Any special organization of the collection which would make it easier to find information about the diverse ethnic groups?
4. Special terminology which should be used with reference to the various groups which awards racism, sexism and stereotyping.

*5. Suggest in written form one way you would provide greater access to minority materials in your collection, e.g. cataloging, classification or indexing.

Selected Readings:

1. Black Literature Resources; Analysis and Organization. Doris Clack. Marcel Dekker, 1975. 224 p. See Chapters: 2, 4, 5, 7, 8.

2. "The Catalog: Its Nature and Prospects," Journal of Library Automation, March, 1976, p. 48-66. Summaries of papers presented at an institute in New York City, October 9-10, 1975. See especially the remarks by Joan Marshall (p. 49-51), Mike Malinconico (p. 53-6), and Marvin Scilkin (p. 59-61).

3. "Catalogers in Revolt Against LC's racist, sexist headings," Interracial Books for Children Bulletin, Vol. 6, Nos. 3/4, 1975, p. 3, 16.

4. Cataloging Bulletin. Hennepin County Library, 1973-bimonthly. $12 p.a./institutions, $6/individuals; back issues @ $1.50. Orders to: The Secretary, Technical Services Division, Hennepin County Library, 7001 York Ave. S., Edina, Minn. 55435.

5. "Cataloging Philosophy: A Prose Poem," Sanford Berman. Library Journal, 99 (Sept. 1, 1974) pp. 2033-2035.

6. "The Cataloging Revolution," Library Journal, September 1, 1977, p. 2017. Editorial.

7. "The Cataloging Shtik," Sanford Berman. Library Journal, 102 (June 1, 1977) pp. 1251-1253. Discussion: 102: 1693 S 1 '77; 102: 2377 D 1 '77.

8. "A New Look at Organizing Materials in Academic Libraries," in E. J. Josey, editor, New Dimensions for Academic Library Service (Scarecrow, 1975), pp 132-41. Principles for Establishing Subject Headings Relating to People and Peoples (1975). Copies of 6-page typescript available from HLC Cataloging Section.

9. On Equal Terms: Thesaurus for Non-Sexist Cataloging. Joan Marshall. Neil Schuman/ ABC-Clio. 1977. $8.50 paper.

10. Prejudices and Antipathies. Sanford Berman. See Introduction, Sections I & IV. (Scarecrow, 1971).

11. "Processing for the People," Maurice J. Freedman. Library Journal, January 1, 1976, pp. 189-97.

12. "Sex and the Single Cataloger; New Thoughts on Some Unthinkable Subjects," in Revolting Librarians, pp. 39-44.

13. "Subject Headings Trauma," Dorothy Kanwischer. Wilson Library Bulletin, May 1975, pp. 651-54.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #13, CF 208

Prof. David Cohen
December 21, 1977

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Films, Videotapes, filmstrips and recordings for minority groups; reviewing and evaluation of new films and other A/V media; examination of local film programs; prototype of a successful program.

6-8:45 P.M. "Viewing and Critical Reviewing of new multiethnic films and videotapes with designs for film programming." William J. Sloan, Film Librarian, New York Public Library, Editor, Film Library Quarterly.

7:30-8:00 Break for holiday greetings.

Assignment for December 21, 1977:

Using the "Multimedia Evaluation Sheet" write an evaluation of a multiethnic film or filmstrip or videotape or recording you know from first-hand experience.

Selected Readings:

Audiovisual market place, 1978, a multimedia guide. James Baines, Ed. Bowker, 1978.

1. "Audiovisual materials about ethnic groups" in Building Ethnic Collections. Lois Buttlar and Lubomyr Wynar. Libraries Unlimited, 1977. 434 p. $18.50. Various paging.

2. Brooklyn Public Library Film Catalog, 1977. Brooklyn Public Library. Grand Army Plaza, B'klyn, New York 11225. $2.00

3. "Content Analysis of the treatment of black Americans on television," C.A.M. Banks. Social Education 41 (Apr '77) pp. 336-39.

4. Ethnic American minorities: A guide to media and materials. Harry A. Johnson, Comp. and Ed., Bowker, 1976. $16.50.

5. "An evaluated filmography" in American ethnic groups and the revival of cultural pluralism. Jack F. Kinton. Social Science and Sociological Resources, 1974. pp. 174-184.

6. "How students reacted to Roots" D. Jackson & C. Systra. Media & Methods 13 (Apr '77) p. 29.

7. "Instructional media for an open society." L.P. Miller in Association for Supervision & Curriculum Development Yearbook, 1974. pp. 65-76.

8. Nassau Library System Audio-Visual Catalog, 1977-78. Roosevelt Field, Lower Concourse, Westbury, N.Y. 11590. $5.00 plus $1.00 mailing.

9. New York Public Library Films, 1972. $3.00
" " " Supplement, 1977. $4.00. Donnell Library, 20 West 53 St. New York, 10036.

10. Positive Images: a guide to non-sexist films for young people. L. Artel & S.E. Wangraf. Booklegger Press, 555 29 Street, San Francisco, Cal. 94131. 1976. 167p.

11. "Prejudice Film: wading through a deep issue" K. Addison and others. Integrated Education 15 (May/June '77) pp. 244-46.

12. Queens Borough Public Library Film Catalog, 1975. $1.00. plus supplement. 89-11 Merrick Blvd., Jamaica, N.Y. 11432.

13. "Selected Films and Filmstrips on American Ethnic Groups" JamesA. Banks, in Teaching Strategies for Ethnic Studies, pp. 472-77. "Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials," pp. 484-87.

14. Westchester Library System Supplement of 1976/77 Films. 50¢ 280 N. Central Ave. Hartsdale, New York 10530.

15. "Where to find ethnic studies materials," D.E. Washburn. Social Education 39 (Jan. 1975) pp. 40-1.

16. "Women in Film," Film Library Quarterly, Winter 1971-72. Entire issue devoted to women.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #14, CF 208

Prof David Co'en
January 11, 1978

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Mental Health and Ethnicity: recognition of one's identity, sensitivity to other ethnic groups in addition to own group; Staff development training and skills in reaching community groups· Psychodrama on racial and/or ethnic relations (rap session)

6-7:30 "Group Identity and Mental Health " Joseph Giordano, director of the American Jewish Committee's Center on Group Identity and Mental Health, Institute on Pluralism and Group Identity.

7:30-7:40 Break

7:40-8:45 Address by Frank Stevens, U.S.O.E. Library Training Chief at Student Union, Room 208A,

Assignment for January 11, 1978:

What single recommendation would you make (in writing) to prepare a librarian to save minority groups with the greatest rapport?

Selected Readings :

1. "Community Intervention: a Successful Method of Reducing Racial Prejudice," Linda Foley and Peter Kranz. Integrated Education 15: 42-43, July-August, 1977.

2. Curriculum Guidelines for Multiethnic Education. National Council for the Social Studies Part two and part three dealing with staff development and evaluation checklist, pp. 18-48

3. Ethnicity and Mental Health: Research and Recommendation. Joseph Giordano Institute on Pluralism and Group Identity, 1973 $1.50

4. Ethnicity, Race and Human Development: A Report on the State of Our Knowledge. Shirley Taper. Institute on Pluralism and Group Identity, 1977 $2.00 See section on "Cultural Factors in Human Development," pp. 20-32 and "Group Identity: Shared Fate, Shared Symbols," pp. 33-46

5. The Ethno-Cultural Factor in Mental Health: A Literature Review and Bibliography. Joseph Giordana and Grace Pineiro Giordaro. Institute on Pluralism and Group Identity, 165 E. 56 St. N.Y. 10022, 1977 $1 75 See pages 1-17

6. "Group Identity and Mental Health," Guest Editor, Joseph Giordano International Journal of Mental Health. V. 5, Summer, 1976 $2.50 See article on "Community Mental Health in a Pluralistic Society," pp 5-15.

7. "A Psychological Anthropologist's View of Ethnicity and Schooling," Charles C. Harrington IRCD Bulletin, 10 (Fall 1975), pp 1-11.

8. Sensitizing Teachers To Ethnic Groups. Gertrude Noar. Anti-Defamation League of B'nai Brith 23p. (dist. by Allyn & Bacon)

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762I
Session #15 CF 208

Prof. David Cohen
January 18, 1978

ETHNICITY & LIBRARIANSHIP INSTITUTE II

1. Service as a key factor in reaching all those groups in the community; Information and Referral Service (I & R), an example of an effective service.
2. Mid-year assessment - tentative reports of task forces.

6-7:45 "I & R Service in Public Libraries as a means of serving all ethnic minorities in the community," Dorothy Puryear, Institute participant and librarian, Brooklyn Public Library, formerly on staff at Langston Hughes Information and Cultural Center.
Reactor panel led by Edward de Sciora, Director, Port Washington Public Library and two staff specialists in "I & R" and "Outreach."

7:45-7:55 Break

7:55-8:45 Task Force Reports - Goals and Progress Reports

Assignment for January 18, 1978:
Be prepared to discusss the service factor in reaching ethnic groups in the community. Task forces should prepare short presentation of of work in progress.

Selected Readings:

1."The COMLIP Experiment: Training Street Librarians in the Groves of Academia." Miriam Braverman and Evelyn Geller. American Libraries (July-August 1975) pp. 428-30.
2. "Defining Information and Referral Service" Robert Croneberger and Carolyn Luck. Library Journal, 100 (November 1, 1975) pp. 1984-87.
3. Information and Referral Service in Libraries: Course Syllabus. Dorothy Puryear. Unpublished Research Paper, January, 1977. Queens College Library Science Department.
4."Information and Referral Services in the Public Library," Miriam Braverman, Issue Ed. Drexel Library Quarterly, 12 (Jan.-Apr. 1976) pp. 1-
5. Library Services to the Disadvantaged. William J. Martin, Ed. See pp.61-82, "The U.S. - an historical critique." Shoe String Press, 1975.
6. "Neighborhood Information Center," Dorothy A. Turick. RQ, Summer, 1973, pp. 341-63.
7. "Neighborhood Information Center: Update on an Experiment," Wilson Library Bulletin, June 1975, pp. 699-701.
8. "Public Library Service to the Disadvantaged." Claire Lipsman, Chapter 12 in The Metropolitan Library, Conant and Molz.
9. "Services to the Disadvantaged," Genevieve M. Casey. Library Trends, October 1974, pp. 271-85.
10. "Summing Up After Three Years: The Success of Information and Referral Services in the Five-City Neighborhood Information Center Project." American Libraries (July-August 1975) pp 412-13.

11. Toward a National Program for Library and Information Services: Goals for Action. U.S. G.P.O. Supt. of Docs, 1975. (see pages 39-42)
12. "The Urban Public Library: Proving Utility." Clara Joens. Library Journal 101 (Jan. 1, 1976) pp. 81-86.
13. "Women's Information and Referral Service." Betty Turock. Wilson Library Bulletin, April 1975, pp. 568-71.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 1
Session #16, CF 208

Prof. David Cohen
February 8, 1978

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Demography of immigration and identification of white ethnic groups - historical overview; upsurge in search for materials of the past immigrants to America; e.g. Arno Press, Immigration Center at University of Minnesota and Staten Island.

6-7:30 "Tracking Community Ethnicity: Counting and Identifying the Ethnic Populations in the nation, state and city," Gene Flynn, Community Services Specialist, U.S. Census Bureau.

7:30-7:40 Break

7:40-8:45 Organizing our work for the Spring Semester: roster of participants, assignments and task forces.

Assignment for February 8, 1978:

What sources do you have access to in order to establish the ethnic breakdown in your community; What information do you require from the Census Bureau which help you reach your ethnic patrons? Jot down these questions.

Selected Readings:

1. Census of Population: 1970, Subject Reports, National Origin and Language. Census Bureau, G.P.O., 1973. 537 p. $5.05. Individual monographs are available for each major group, e.g. Negro Population, Puerto Ricans in the U.S., etc.
2. Current Population Reports, Population Characteristics ... by Ethnic Origin. U.S. Census Bureau, G.P.O., 1973. 35 p. $1.25.
3. Directory of Data Sources on Racial & Ethnic Minorities. U.S. Bureau of Labor Statistics, 1975. 83 p. $1.50. Bulletin No. 879.
4. Ethnic Americans: A History of Immigration and Assimilation. Leonard Dinnerstein and David M. Rumers. Dodd, Mead, 1975. 184 p. See appendixes for statistical data, pp. 162-175.
5. The Ethnic Dimension in American Society. Salvatore J. LaGumina and Frank J. Cavaioli. Holbrook Press (Boston), 1974. 364 p. See appendix for statistical data, pp. 349-355.
6. Ethnicity in the United States. Andrew M. Greeley. Wiley, 1974. 347 p. See Chapters 2 & 3, "The Demography of Ethnic Identification," pp. 34-89.
7. Historical Statistics of the U.S.: Colonial Times to 1970. U.S. Census Bureau, Bicentennial Ed., 1976. 1200 p. 2 pts. $26.00/set.
8. People of the United States in the 20th Century. Irene & Conrad Taeuber. U.S. Census Bureau, G.P.O., 1971. 1046 p. $5.75.
9. Statistical Abstract of the United States (current annual). U.S. Bureau of the Census, G.P.O. Also published as the U.S. Fact Book: An American Almanac. Grosset Donlap.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #17, CF 208

Prof. David Cohen
February 15, 1978

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Irish Americans:
1. History, Heritage and culture;
2. evaluation of library resources, materials and special collections;
3. special programs and services

6-7:20 "The Irish in America with special attention to New York and its environs." Ms. Mary Somers, Adjunct Lecturer, Queens College Irish Studies and Chair, Columbia University Seminar on Irish Studies.

7:20-7:30 Break

7:30-8:45 1. Organization for Spring Term: tasks, roster, calendar and trips

2. Reorganization of task forces

3. Video training session

Assignment for February 15, 1978:

Give some thought to the following questions:

a. Have the Irish assimilated?

b. What do we know about the Irish beyond their celebration of St. Patrick's Day?

Selected Readings:

1. America is also Irish. Robert N. Webb. Putnam's, 1973. 128 p.

2. The American Irish. William V. Shannon. Macmillan, 1966. 484 p.

3. An Album of Irish Americans. Gene Murphy and Tim Driscoll. Watts, 1974. 87 p.

4. "A Balance Sheet." Andrew Greeley in Pride & Protest Schulman, Shatter and Ehrlich, pp. 300-306. Taken from his book, That Most Distressful Nation: The Taming of the American Irish. Quadrangle Books, 1972.

5. Beyond the Melting Pot. Nathan Glazer and Daniel Patrick Moynihan. M.I.T. Press, 1970. See "The Irish," pp. 217-287.

6. "The Curse of the Irish," Jimmy Breslin, New York Magazine, Sept. 29, 1969.

7. The Image of Pluralism in American Literature. Inglehart & Mangione. Institute on Pluralism & Group Identity, 1977. See "Literature Dealing with the Irish-American Experience," pp. 15-20.

8. The Irish Helped Build America. Virginia B. McDonnell, Messner, 1969, 96 p.

9. The Irish in America. James A. Johnson. Lerner, 1966. 78 p.

10. The Irish in America, 550 - 1972: A Chronology and Fact Book. William D. Griffin, Ed. Oceana, 1973. 154 p.

11. "Marginal but not Alienated Confessions of Loud-Mouthed Irish Priest." Andrew M. Greeley. Social Policy, May 1974, pp. 4-11.

12. "Notes on the New Irish: A Guide for the Goyim." Pete Hamill, in Pride & Protest, Schulman, Shatter & Ehrlich, pp. 290-99.

13. Principabo. Tom McHale, Viking, 1970.

14. Real Lace: America's Irish Rich. Stephen Birmingham. Harper, 1973. 322 p.

15. Why Can't They Be Like US?: America's White Ethnic Groups. Andrew M. Greeley. Dutton, 1971. See Chap. 11 "The Irish: An Ambivalent View."

16. World Without End, Amen. Jimmy Breslin, Viking, 1973.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #18, CF 208

Prof. David Cohen
February 22, 1978

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Italian Americans: 1. History, heritage & culture
2. Evaluation of library resources, materials & special collections
3. Special programs & services

6 - 7:30 "The Italian American experience with special attention to New York and its environs," Prof. Anthony Fasano, Chairman, Religious Studies, Albertus Magnus College; "Library Materials and Programs," Carmine Diodati, Branch Libraries, New York Public Library and Coordinator, Italian American Librarians Caucus (ALA).

7:30-7:40 Break

7:40-8:45 1. Conference time for task forces and individual consultation
2. Video training session

Assignment for February 22, 1978:

What is your opinion of the book and film, THE GODFATHER, by Mario Puzo? Does it promote your understanding of Italian Americans or is it just a very glamorous stereotype?

Selected Readings:

1. Beyond the Melting Pot. Nathan Glazer & Daniel Moynihan. 2nd ed., 1970. See "Introduction" and section on the "Italians," pp. 186-218.

2. Bicentennial Bibliography: Writings on Italian Americans. Carmine Diodati, Ed. Italian American Center for Urban Affairs, 1975. $2.50. 70p.

3. Blood of my Blood: The Dilemma of the Italian-American. Richard Gambino. Doubleday, 1974. 350p. See also his Vendetta, Doubleday, 1977

4. "Blood of my Blood by R. Gambino" (Review). P.J. Oguibene, New Republic, June 15, 1974, pp.28-29.

5. Building Ethnic Collections: An Annotated Guide for School Media Centers & Public Libraries. Buttlar & Wynar. Libraries Unlimited, 1977. See pp. 224-34 for Italian Americans.

6. "Children of Columbus: the New Italian Historiography," Francesco Cordasco. Intellect, March, 1974.

7. "Choosing a Dream," Mario Puzo in The Immigrant Experience. Thomas C. Wheeler, Deal Press, 1971, pp. 35-49.

8. "Confessions of a Third-Generation Italian American," Wm. V. D'Antonio. Society, Nov./Dec., 1975, pp. 57-63.

9. A Documentary History of the Italian Americans. Wayne Moquin & Charles Van Doren. Praeger, 1974. 443p.

10. "A Dream Grows in Brooklyn," Susan Jacoby. New York Times Magazine, February 23, 1975, pp. 11, 41-50.

11. "A Glass of Dago Red," (Review) P. J. Oguibene. New Republic Mar 25, pp 26-29

12. The Immigrants. Howard Fast. Houghton Mifflin, 1977. 340p.

13. Italian Americans. Two part sound filmstrip. Anti-Defamation League, 1975.

14. "The Italian Americans," Rudolph Vecoli. The Center Magazine, 7 (July-Aug. 1974).

15. Italian Americans: A Study Guide & Resource Book. Alberto Meloni. R & E Associates, Inc., San Francisco, Calif. 94112. 1977. $6.00

16. The Italians in America, 1492-1972: A Chronology and Fact Book. Rev. Anthony F. LoGatto, Comp. & Ed. Oceana, 1972, 149p. $6.00

17. "Literature Dealing with the Italian-American Experience" in The Image of Pluralism in American Literature. Inglehart & Mangrone, pp. 21-31.

18. "Patois: Language of the Italian Ghetto," John Ciardi. Saturday Review World. June 1, 1974, p. 341.

19. Principato. Tom McHale. Viking Press, 1970.

20. Studies in Italian American Social History: Essays in Honor of Leonard Covello. Franceso Cordasco, Ed. Rowman & Littlefield, 1975.

21. "Twenty-Million Italian-Americans Can't Be Wrong," Richard Cambino. New York Times Magazine, April 29, 1972, p. 20. Also in Pride and Protest: Ethnic Roots in America, Shulman, Shatter & Ehrlich, Eds., pp. 256-257.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #19, CF 208

Prof. David Cohen
March 1, 1978

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Jewish Americans: 1. History, heritage & culture;
2. Evaluation of resources;
3. Special programs, organizations and museums.

6-7:20 "Jews in New York: Past & Present," Dr. Leo Hershkowitz, Professor of History, Queens College, author, Tweed's New York (Doubleday), Editor, Abigail Franks and Wills of Early New York Jews.

7:20-7:30 Break

7:30-8:45 Conference Period - Task Forces Meet; Selected programming for viewing; Consultations with participants on individual projects.

Assignment for March 1, 1978:

What can we do in the library field to deal with anti-Semitism, discrimination, prejudice and stereotyping through our collections and programs?

Selected Readings:

1. "American Jewry, 1970: A Demographic Profile," Sidney Goldstein. In The Jews in American Society. Marshall Sklare, Ed. Behrman House, 1974. pp. 93-164.

2. Beyond the Melting Pot. Nathan Glazer & Daniel Moynihan. See "The Jews" pp. 143-80.

3. Books and the Teenage Reader. Robert C. Carlsen. Chapter 14, "The Ethnic Experience in Literature."

4. Documentary History of the Jews in the United States. Morris U. Schappes, Ed. Schocken Books, 1971.

5. The Downtown Jews: Portraits of an Immigrant Generation. Ronald Sanders. Harper, 1969.

6. "The East European Jewish Migration," Leonard Dinnerstein, pp. 216-231, in Uncertain Americans: Readings in Ethnic History. Dinnerstein & Jaher, Eds. Oxford, 1977.

7. The Holocaust: An Annotated Bibliography. Harry James Cargas. Catholic Library Assn., 1977. $4.00. (461 Lancaster Ave., Haverford, Pa. 19041.

8. "The Immigrant Glory," Irving Howe. Midstream, 22 (Jan. 1976) 16-26. Excerpted World of Our Fathers.

9. Jewish-American Literature: An Anthology. Abraham Chapman, Ed. N.A.L., 1974. $1.95 paper.

10. Jewish Americans and Their Backgrounds: Sources of Information. Edward Herman, Comp. A.L.A., 1976. $1.50.

11. Jewish Catalog: A Do It Yourself Kit. Richard Siegel et al. "Creating A Jewish Library," p. 255.

12. The Jews in America. Two-part sound filmstrip produced by the Anti-Defamation League, 1974.

13. Jews in American History: A Teachers Guide. Jerome Ruderman. Anti-Defamation League, 1974. $5.00.

14. "Lest We Forget: Books on the Holocaust," Sara Farkas. School Library Journal, May 1975 pp 37-8.

15. "Literature Dealing with the Jewish-American Experience," in The Iamge of Pluralism in American Literature. Inglehart & Mangione, pp. 32-45.

16. "Literature in the White Ethnic Experience," Anthony Mangione. English Journal, Jan. 1974, pp. 42-51.

17. Minorities in Textbooks. Michael Kane. Chapter 1, "Textbook Treatment of the Jews."

18. On the Holocaust: A Critique of the Treatment of the Holocaust in History Textbooks. Henry Friedlander. Anti-Defamation League, 1973. 31p. $.75.

19. "Out of the Melting Pot, Into the Fire," Robert Greenblatt. In Pride and Protest, Shulman, Shatter & Ehrlich, Eds. pp. 216-224.

20. People: Annotated Multiethnic Bibliography/ Dolores Gilmore, Comp. Montgomery County Public Schools, 1973. $5.00. 11-IV.

21. Promised City" New York's Jews, 1870--1914. Moses Rischen. Harvard, 1962.

22. Remember the Days: A Short History of the Jewish American. Milton Meltzer. Doubleday, 1974.

23. "The Richest Boy in Poltown," Aaron Wildowsky. Society, Nov./Dec., 1975, pp. 48-56.

24. "Sources of Current Acquisition in the Jewish Field," Edith & Meir Lubetski. Library Resources and Technical Services, Sept. 1974, pp. 343-347.

25. "The 34th Man: How well is Minority Culture Represented in Children's Fiction," Leona Daniels. Library Journal, February 15, 1970, pp. 735-743.

26. Writings in Jewish History. Edith Lubetski. American Jewish Committee, 1974. $.75.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #20, CF 208

Prof. David Cohen
March 8, 1978

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Eastern European Americans - Polish, Russian, Baltic People, Czechs, Hungarian, Roumanian, Slovaks and Ukranians: 1. History, heritage & culture
2. Evaluation of library resources and special collections
3. Special programs and services

6-7:20 "The Rise of the Unmeltable Eastern European Americans, e.g., Roumanians, Russians, Slovaks, Ukranians." Vladimir Werstman, Senior Librarian, Brooklyn Public Library, author, The Romanians in America 1748-1974 (Oceana), Ukranians in America 1608-1975 (Oceana) and The Armenians in America (in press).

7:20-7:30 Break

7:30-8:45 Complete video training; Show videotapes on programming; Examine audiovisual ethnic programs.

Assignment for March 8, 1978:

From two of our authors comes this statement; "Since the early 1970's the revival of ethnic identification has been conspicuously in the news. We believe that this is only a passing fad." Do you agree or disagree?

Selected Readings:

1. "Black and White in Catholic Eyes," Michael Novak. New York Times Magazine, Nov. 16, 1975.

2. "Confessions of a White Ethnic," Chap. 2, pp. 61-84 in Rise of the Unmeltable Ethnics. Michael Novak. See also his definition of "Ethnic" on pp.55-57.

3. The Czechs and the Slovaks in America. Joseph S. Roucek. Lerner Publications, 1967.

4. The Estonians in America, 1627-1975. Joan Pennar, et all. Oceana, 1975. $6.00.

5. Ethnic Identity and Assimilation: The Polish American Community. Neil C. Sandberg. Praeger, 1974. 88p. $12.50.

6. Hamtramck, Then and Now: A Sociological Study of a Polish-American Community. Arthur Evans Wood. Bookman Associates, 1955.

7. The Hungarians in America. Rezsoe & Margaret Gracza. Lerner Publications, 1969.

8. The Hungarians in America, 1583-1974. Joseph Szeplaki. Oceana, 1975. $6.00.

9. The Jungle. Upton Sinclair. New American Library, 1973. reprint of 1906 ed. paper. The Story of Lithuanian immigrant's life in Chicago stockyards.

10. The Latvians in America 1640-1973. Maruta Karkles, Liga Streips & Laimonis Streips. Oceana, 1974. $6.00.

11. "A Life Record of An Immigrant (Polish)," Helena Znaniecke Lopata. Society, 13 Nov./Dec. 1975. pp. 64-74.

12. "Literature Dealing With the Hungarian-American Experience," pp. 13-14; "Polish-American," pp. 46-54; "Slavic American," pp. 61-64 in Image of Pluralism in American Literature. Oglehart & Mangione.

13. "The New Ethnicity," Michael Novak. Center Magazine, July-August 1974, pp. 18-25

14. The Poles in America 1608-1972. Frank Renkiewicz, ed. Oceana, 1973. $6.00.

15. Polish American History and Culture: A Classified Bibliography. Chicago, Polish Museum of America, 1975. 218p. $4.75 paper.

16. The Romanians in America, 1748-1974. Vladimir Wertsman, comp. & ed. Oceana, 1975. $6.00.

17. The Russians in America. Nancy Eubanks. Lerner Publications, 1973.

18. Slavic Americans: A Study Guide and Source Book. Joseph Stepanivich, R & E Associations, Inc. San Francisco, CA 94112, 1977. $6.00.

19. The Slavic Community on Strike: Immigrant Labor in Pennsylvania Anthracite. University of Notre Dame Press, 1968.

20. "There's Trouble in Ethnicity," Carey McWilliams. Nation, 225 (Dec 31, 1977), pp. 729-731. Review of two books, Neighborhood by A. M. Greeley and Ethnic Chauvanism by Orlando Patterson.

21. The Ukranians in America. Myron B. Kuropas. Lerner Publications, 1972.

22. The Ukranians in America, 1608-1975. Vladimir Wertsman, ed. Oceana, 1976. $6.00.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #21, CF 208
(Reschedule of Session #16

Prof. David Cohen
March 15, 1978
February 8, 1978)

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Demography of immigration and identification of white ethnic groups - historical overview; upsurge in search for materials of the past immigrants to America; e.g. Arno Press, Immigration Center at University of Minnesota and Staten Island.

6-7:30 "Tracking Community Ethnicity: Counting and Identifying the Ethnic Populations in the nation, state and city," Gene Flynn, Community Services Specialist, U. S. Census Bureau.

7:30-7:40 Break

7:40-8:45 Speaker: Lucille C. Thomas, Assistant Director, Center for Library Media and Telecommunications, NYC Board of Education, and President, New York Library Association.

Assignment for March 15, 1978:

What sources do you have access to in order to establish the ethnic breakdown in your community; What information do you require from the Census Bureau which help you reach your ethnic patrons? Jot down these questions.

Selected Readings:

1. Census of Population: 1970, Subject Reports, National Origin and Language. Census Bureau, G.P.O., 1973. 537p. $5.05. Individual monographs are available for each major group, e.g. Negro Population, Puerto Ricans in the U.S., etc.
2. Current Population Reports, Population Characteristics ... by Ethnic Origin. U.S. CENSUS BUREAU, G.P.O., 1973. 35p. $1.25.
3. Directory of Data Sources on Racial & Ethnic Minorities. U.S. Bureau of Labor Statistics. 1975. 83p. $1.50. Bulletin No. 879.
4. Ethnic Americans: A History of Immigration and Assimilation. Leonard Dinnerstein and David M. Reimers. Dodd, Mead, 1975. 184p. See appendixes for statistical data, pp. 162-175.
5. The Ethnic Dimension in American Society. Salvatore J. LaGumina and Frank J. Cavaioli. Holbrook Press (Boston), 1974. 364p. See appendix for statistical data, pp. 349-355.
6. Ethnicity in the United States. Andrew M. Greeley. Wiley, 1974. 347p. See Chapters 2 & 3, "The Demography of Ethnic Identification," pp. 34-89.
7. Historical Statistics of the U.S.: Colonial Times to 1970. U.S. Census Bureau, Bicentennial Ed., 1976. 1200p. 2 pts. $26.00/set.
8. People of the United States in the 20th Century. Irene & Conrad Taeuber. U.S. Census Bureau, G.P.O., 1971. 1046p. $5.75.
9. Statistical Abstract of the United States (current annual). U.S. Bureau of the Census, G.P.O. Also published as the U.S. Fact Book: An American Almanac, Gllossett Donlap.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #22, CF 208

Prof. David Cohen
March 29, 1978

ETHNICITY & LIBRARIANSHIP INSTITUTE II

(Session #22 combines the discussion of Western European Americans (session #20) with that of Southern European Americans as a matter of convenience. We will focus on Greek, Scandinavian and/or German Americans)

Western European Americans - WASPS, French (see also Haitians), Germans, Austrians, and Scandinavians; Southern European Americans, plus Middle East Albanians, Armenians, Greeks, Turks, Spanish, Portuguese and Arabs from Asia Minor.

1. History, heritage and culture
2. Evaluation of library resources, materials and special collections
3. Special programs and services, e.g. Queens College

6-7:45 "Notable Facts About the Greek Community in New York," Prof. Alice Scourby, Sociology Department, Long Island University, C.W. Post.
"Interesting Facts About the Norwegian Community in New York," Professor Edgar A. Gregersen, Anthropology Department, Queens College.
"Facts about German Americans in the New York Area," Dr. Edward G. Fichtner, Chairman, German & Scandinavian Department, Queens College.

7:45-8:00 Break

8:00-8:45 Meeting of Task Forces; Video Training

Assignment for March 29, 1978:

Which of the above mentioned groups reside in your community and what has your library done up to now by way of service or collection building. Do you have any plans for the future?

Selected Readings:

1. Aliens: A History of Ethnic Minorities. Leonard Dinnerstein & Fred C. Jaher, eds. Appleton-Century-Crofts. 1970. See Essays on Germans & Scandinavians.
2. "Americanisation of Norwegian Immigrants: A Study in Historical Sociology," S. S. Outerman. Sociology and Social Research 52(April 1968) pp.252-270.
3. Americans from Germany: A Study in Cultural Diversity. Robert H. Billigmeir. Wadsworth, 1974. $4.95.
4. Americans from Norway. Leola M. Bergmann. Greenwood Press, 1973. $15.00
5. Assimilation of Greeks in the U.S. Evangelos C. Vlachos. International Publications Service, 1969.

6. A Bibliographic Guide to Materials on Greeks in the U.S., 1890-1968. Michael N. Cutsumbis. Staten Island, N.Y. Center for Migration Studies, 1970. $4.50.

7. The German-Americans: An Informal History. Richard O'Connor. Little Brown, 1968. $12.95.

8. German-Americans: A Bibliography. Don Heinrich Tolzman. Scarecrow, 1975.

9. The Germans Helped Build America. Kathlyn Gay. Messner, 1971.

10. Germans in America. Ruth Holland. Grosset, 1969.

11. The Germans in America. Virginia B. Kins. Lerner, 1966. $3.95.

12. The Germans in America, 1607-1970: A Chronology and Fact Book. Howard B. Furer, ed. Oceana, 1973.

13. Germans in America: A Student's Guide to Localized History. Carl Wittke. Teachers College Press, 1967. $1.50

14. Greeks in America. Jayne Jones, Lerner Publications, 1969.

15. Greeks in the U.S. George (Theodore) Saloutos. Harvard University Press, 1964. See also his Greeks in America.(Teachers College Press, 1967)

16. "Literature dealing with the Greek-American Experience," pp. 10-12; "Literature dealing with the German-American Experience," pp. 6-9; "Literature dealing with the Scandinavian-American Literature," pp. 55-60 in The Image of Pluralism in American Literature. Inglehart & Mangione.

17. Norwegian American Studies. Kenneth O. Bjork. Northfield, Minn., Norwegian American Historical Association 1972.

18. The Norwegians in America. Percie V. Hillbrand. Lerner, 1967. $4.95.

19. Of Norwegian Ways. Kent. Vanberg. Dellon Press, 1970. $6.95.

20. The Scandinavians in America, 986-1970: A Chronology and Fact Book. Howard B. Furer, comp. ed. Oceana Publications, 1972. See extensive bibliography on Norwegians.

21. "Literature in its relation to Norwegian-American History," K. Bjork. Scandinavian Studies. 38(Feb. 1966)pp. 13-19.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #23, CF 208

Prof. David Cohen
April 5, 1978

ETHNICITY & LIBRARIANSHIP INSTITUTE II

Building Foreign Language Collections or Multi-Lingual Collections: Selection, Acquisition and Services.

6-7:30 "Strategies in developing multilingual collections and services to new and old immigrant Americans," Josephine A. Mauro, New Americans Library Liaison Specialist, Queens Borough Public Library.

"Management of the foreign language collection through active acquisition and timely service," Erwin Buttler, Librarian, Language and Literature Division, Queens Borough Public Library.

7:30-7:40 Break

7:40-8:45 Task Force progress report; Preview new films and some filmstrip programs.

Assignment for April 5, 1978:

What is the value today of building a foreign collection and/or serving foreign language groups in your library community. Cite ethnic groups and techniques in acquisition which have produced concrete results.

Selected Readings:

1. Booklist (semi-monthly tool, published by ALA). See current issues for lists of:

Chicano	Korean
French	Mexican
German	Norwegian
Hebrew	Russian
Hungarian	Spanish non-fiction
Japanese	Swedish books, etc.

2. Books in Other Languages: How to Select and Where to Order Them.(1976 ed.) Leonard Wertheim. Canadian Library Association, 1976. 129p. $15.00
3. "Canada's Multi-lingual Biblio Service of the National Library," Booksbird 14, No. 4, 1976. p.40.
4. "Dilemma of Selecting Spanish Language Books," I. Shon. School Library Journal 23 (Oct. 1976) p. 92.
5. "From Store to Library: Direct Buying of Foreign Materials," C. Capelia. Unabashed Librarian, #22, 1977. p. 9-10.
6. "Public Libraries and Cultural Minorities: Problems of Book Acquistion," Statement prepared by Leonard Wertheim, Language Coordinator, Metropolitan Toronto Library Board for 1976 IFLA Lausanne Conference, Public Library Section.

7. "Report on the Workshop at LC," A. Pieratt and H. Neikuh. Library Journal, 102 (May 1977_, p. 978.
8. Some Foreign Language Book Dealers (courtesy Q.B.P.L.
9. "Spanish Books for Young Adults," ALLARASD Library Services to the Spanish Speaking Committ, Booklist. 73 (May 1, 1977), pp. 13, 41-42.
10. "Special Reports: The Bilingual Library," M. Bart. Wilson Library Bulletin. 51 (Feb. 1977). pp. 475-6.

Session #4
4/12/78

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

ETHNICITY AND LIBRARIANSHIP INSTITUTE II

GUIDELINES - ETHNIC RESOURCES

PROGRAM PROFILE

I. Program
   a) general description
   b) title
   c) location
   d) address (include telephone no. and zip code)

II. Contact Person

III. Clientele (target groups/group)

IV. Program Objectives

V. Staff (volunteer, para-professional, consultants)

VI. Program Advisory Group

VII. Sources of Funding

VIII. Program Content
   a) Media production
   b) Classes
   c) Special collections
   d) Outreach

IX. Collection (types, content, etc.)
   a) Print/Non-print
   b) Languages

X. Collaborative Agencies/Programs

XI. Evaluation

MGD

TRIP PROGRAM:

#24 1. Wednesday, April 12th: 6 P.M. Langston Hughes Community Library and Cultural Center, 102-09 Northern Blvd. Corona, Queens.

#25 2. Wednesday, April 19th: In-house visits via videotape, Studio Museum, etc.

#26 3. Saturday, April 29th: Asian-American Exhibit, Henry Street Settlement, Chatham Sq. Public Library and Spanish Information Center in Williamsburgh.

NOTE: May 3rd: Seminar: Reports on Field Trips.

2 to Doreen Clark / Marcy

Wednesday - April 12, 1978 - 6pm

Langston Hughes Community and Cultural Center
102-09 Northern Boulevard
Corona, New York 11368

Charlene Gadsden - Tel.# 651-1100
or 1101

Travel directions:

Bus: Queens Transit #66 to 102nd Street
(Bus goes up and down Northern Blv.)

Train: Lexington IRT #7 to Roosevelt Avenue
Walk four (4) blocks to Northern Boulevard and 102nd St.

Car: Grand Central Parkway to 94th Street (not to Airport),
to Northern Boulevard and make a left to 102nd Street

NGD/

Wednesday - April 12, 1978 - 6pm

Langston Hughes Community and Cultural Center
102-09 Northern Boulevard
Corona, New York 11368

Charlene Gasden - Tel# 651-1100
or 1101

Travel directions:

Bus: Queens Transit #66 to 102nd Street
(Bus goes up and down Northern Blvd.)

Train: Lexington IRT #7 to Roosevelt Avenue
Walk four (4) blocks to Northern Boulevard and 102nd St.

Car: Grand Central Parkway to 94th Street (not to Airport),
to Northern Boulevard and make a left to 102nd Street

NGD/

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

ETHNICITY AND LIBRARIANSHIP INSTITUTE II

TO: INSTITUTE PARTICIPANTS

FROM: ELEANORE KAIMRING AS PER DAVID COHEN

RE: FIELD TRIP, APRIL 29, 1978

We are chartering a bus for the trip and we will leave the Community Facilities Building at 10:00 A.M. The first stop in the Williamsburgh Branch of the Brooklyn Public Library, then to the Henry Street Settlement for the Asian Exhibit and then on to the Chatham Sq. Branch (Chinatown) of N.Y.P.L. We will have a late lunch and then return to Queens College.

WEEKLY SCHEDULE

AGENCY ~~Ethnicity Institute~~

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1.25 A .75 J 1. Afro-Arts Cult. Ctr	9-6pm	9-6pm	9-6pm	9-6pm	9-6pm	9-6pm	9-6pm holidays Also
2. Basement Workshop	10 - 5pm	-	10-7pm	-	10-5pm	closed	closed
3. El Centro H. de I.	10-8pm	10-6pm	10-8pm	10-6pm	10-6pm	11-3pm	closed
4. Chatham Square-NYPL	10-6pm	10-8pm	10-6pm	10-8pm	closed	10-6pm	closed
5. Countee Cullen - NYPL	1-6pm	11-5pm	1-8pm	1-6pm	1-5pm	11-5pm	closed
6. Donnell Foreign-NYPL	9-8pm	9-5:30	9-5:30	9-8pm	9:30-5:30	9:30-5:30	closed
7. Inst. of Human Relat.	9:30-5:30	9:30-5:30	9:30-5:30	9:30-5:30	9:30-5:30	closed	closed
1.75 A 1.00 J 8. Japan Society	10-5:30	10-5:30	10-5:30	10-5:30	10-5:30	closed	closed
9. Jewish Museum	12-5pm	12-5pm	12-5pm	12-5pm	closed	closed	11-6pm Reservatic
10. Langston Hughes Community Library and Cultural Center - Visit scheduled for Wed. April 12, 6pm							
11. Museo del Barrio	closed	10:30-4:30	10:30-4:30	10:30-4:30	10:30-4:30	10:30-4:30	10:30-4:30pm
12. Slavonic Room - NYPL	10-6pm	10-9pm	10-6pm	closed	10-6pm	10-6pm	closed
13. Regional Bil. Center	9-5pm	9-5pm	9-5pm	9-5pm	9-5pm	closed	closed
No groups 14. SchombergCenter-NYPL	closed	closed	12-8pm	10-6pm	10-6pm	10-6pm	closed show L.D.
15. South Bronx Project							
16. a) Hunts Point	11-7pm	2-6pm	11-7pm	10-6pm	closed	closed	closed
17. b) Mott Haven	10-6pm	11-7pm	closed	10-6pm	2-6pm	closed	closed
18. Studio Museum	closed	10-6pm	10-9pm	10-6pm	10-6pm	1-6pm	1-6pm
19. Unicef Center for Ch.	9-5pm	9-5pm	9-5pm	9-5pm	9-5pm	closed	closed
20.							

Storefront Museum(no aswer)
East Harlem Museum(no listing)

121.

04 7/72 7,000

ASIAN AMERICAN RESOURCE CENTER

PRESENTS

Exhibit: "IMAGES FROM A NEGLECTED PAST
the work and culture of Chinese in America"

A multi-media traveling exhibit of the rich and vital history of Chinese in America from 1848 to the present day.

Showings: 8 April - 30 April Henry Street Settlement Gallery, Louis Abrons Arts for Living Center, 466 Grand Street, Lower East Side, New York City

15 May - 13 July Chatham Square Library, 3rd Floor, 33 East Broadway, Chinatown, New York City

24 July - 31 August Bronx Museum of the Arts, 851 Grand Concourse, Bronx, New York City

Each showing will be accompanied with interpretive programs in the forms of lectures, discussions, slide shows, panel discussions and films.

Details: The exhibit consists of sixty free standing panels with over three hundred rare photographs and drawings. A spectacular 18 foot mural accompanies the panels along with a sound track and slide show. Brochures are also available.

All aspects of the exhibit are in Chinese and English.

Information: For more details regarding the exhibition please call Basement Workshop (212) 925 3258, 3264.

The exhibit will be available for bookings after 15 September 1978.

This exhibit has been made possible, in part, by a grant from the New York Council for the Humanities.

BASEMENT WORKSHOP INC.
199 lafayette st. 7th floor new york, ny 10012 (212) 925-3258

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #25, CF 208

Prof. David Cohen
April 19, 1978

ETHNICITY & LIBRARIANSHIP INSTITUTE II

IMPROVEMENT OF LIBRARY SERVICES TO MINORITIES

In-house Visits Via Film and Videotape:

1. La Plena - Spanish language film on culture of Puerto Rico, music, dance and people (Puerto Rico Dept. of Educ. Div. of Community Educ.)
2. Bill Cosby on Prejudice - 16 mm. Pyramid. 15 min
3. Reflections - Chinese and Puerto Rican Children - 16 mm. Pyramid. 10 min.
4. Legend of John Henry - Roberta Flack - 16 mm. Pyramid. 11 min.

Discussion leaders: Natalia Davis and Barbara Martin.

Selected Readings:

1. Benford, J.Q. "The Philadelphia Project," Library Journal. 6/15/71 pp. 2041-47.

2. Bennett, Will and Cheryl. "Aboard the Library-Go-Round!" (Queens, N.Y: Queens Borough Public Library, 1968). 22 pp.

3. Berman, Sanford. "Cataloging Philosophy: A Prose Poem," Library Journal. Sept. 1, 1974, pp. 2033-35.

4. Braverman, Miriam & Evelyn Geller. "The Comlip Experiment: Training Street Librarians in the Groves of Academia." American Libraries, July-Aug.1975, pp. 428-30.

5. Bundy, Mary Lee. "Urban Information and Public Libraries: A Design for Service," Library Journal, Jan. 15, 1972, pp. 161-69.

6. Casey, Genevieve M. "Services to the Disadvantaged," Library Trends. Oct., 1974, pp. 271-285.

7. Feldman, Nancy G. "Pride in Heritage - Or Resentment?" Wilson Library Bulletin, Jan. 1972.

8. Forsman, Carolyn, "Crisis Information Services to Youth: A Lesson for Libraries?" Library Journal, March 15, 1972. pp. 1127-34.

9. Geller, Evelyn, "Think Session at High John," A report of a 3-day conference on Library Service to the Disadvantaged, Library Journal, Sept. 1, 1968, pp. 2963-71.

10. Kanwischer, Dorothy. "Subject Headings Trauma: Making Do With First Aid," Wilson Library Bulletin, May 1975, pp. 651-654.

11. Library Journal. "Slum Storefront Library Serves San Francisco Poor," Library Journal, May 15, 1970, p. 1798.

12. Lopez, Lillian. "New York: The South Bronx Project," Wilson Library Bulletin, March 1970, p. 757.

13. Martin, Lowell. Library Response to Urban Change: A Study of the Chicago Public Library. ALA., 1969.

14. Martin, Lowell A. "Our Own Modest Genius," Wilson Library Bulletin. May, 1969, p. 851-853.

15. Martin, Willian J. Library Services to the Disadvantaged. Shoe String Press, 1975. See pp. 61-82, the U.S. - an historical critique.

16. Moran, Irene E. "A Bookmobile Goes in Brooklyn," Library Journal, Dec. 15, 1969, p. 4487.

17. Moses, Richard. "Hindsight on High John," Library Jorunal, May 1, 1972. pp. 1672-4.

18. National Commission on Libraries. Toward a National Program for Library and Information Services: Goals for Action. U.S. G.P.O., Supt. of Docs., 1975. pp.39-42.

19. Naumer, Janet Noll, Library Services to Specialized Groups: The American Indian. ERIC/CLIS, April, 1972. 66p.

20. "Neighborhood Information Centers: Update on an Experiment." Wilson Library Bulletin, June, 1975, pp. 699-701.

21. Nyren, Dorothy. "Voices of Brooklyn," Wilson Library Bulletin. Jan. 1972, p. 443.

22. Sheldon, Brooke E. "Time of the Gringo," American Libraries, Feb. 1970. pp.123-27.

23. Stevenson, Grace. "Notable and Innovative Activities in Adult Services," Adult Services, Vol. 9, #1, Fall/Winter 1971 (Chicago: Adult Services Div., ALA)

24. "The Success of Information and Referral Services in the Five-City Neighborhood Information Center Project," American Libraries. July-Aug. 1975, pp. 412-13.

25. Swartz, Roderick G. "Pride in Heritage: One Library's Approach," Wilson Library Bulletin, Jan. 1972.

26. Tate, Binnie L. "The Role of the Children's Librarian in Serving the Disadvantaged," Library Trends, Oct. 1971, pp. 392-404.

27. Turick, Dorothy A., ed. "Neighborhood Information Center," RQ, Summer, 1973, pp. 341-63.

28. Turick, Betty. "Women's Information and Referral Service..." Wilson Library Bulletin, April, 1975, pp. 568-71.

29. Weber, Ruth A. "Outreach Committee Report," N.Y. Library Association Bulletin, March, 1975, pp. 1-6. (See also Bookmark, Nov./Dec, 1974)

30. "Public Library Service to the Disadvantaged," Claire Lipsman, Chap. 12 in Conant and Molz. The Metropolitan Library.

31. Library Programs Worth Knowing About. Ann Esterchek (?). Office of Libraries and Learning Resources, U.S.O.E.. Sept. 19, 1977. Washington, D.C. 20202.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 1
Session #28

Prof. David Cohen
May 10, 1978

ETHNICITY AND LIBRARIANSHIP INSTITUTE II

Workshop Program: A Haitian-American Evening:

The purpose of this workshop is to bring together memebers of this ethnic group and the library community in the hope that:

1. Haitian-Americans will discover library resources;
2. Others will learn something about Haitian-Americans; and
3. Librarians will be better able to meet the special needs of Haitian-Americans.

The original assignment was to make an ethnic "connection." The committee selected this group after reading Jervis Anderson's New Yorker article, "Haitians of New York" (March 31, 1975, p.50). Here, indeed, was an opportunity to help people about whom most librarians know very little. Service to Haitian-Americans has become an important priority in certain sections of Brooklyn and Queens.

According to Anderson, no one knows exactly how many Haitian-Americans there are. Estimates vary from U.S. Immigration Department figures of 17,000, to unofficial figures as high as 250,000, nearly all living in the New York area. They are a "silent minority" for several reasons: they are Blacks who speak Creole and most are in the lower economic levels; and some fear deportation in cases of illegal entry. Their reticence is also a national trait from their isolation as an island people and from "their continued national history of poverty and despotism," especially under "Papa Doc" and his successor "Bebe Doc" Duvalier.

In planning this Haitian-American evening, the committee took pains to avoid being patronizing or officious. The panelists were merely asked to speak about Haitian culture and the Haitian-American experience; Mr. Toujours, the artist-photographer, prepared his own exhibit. He also suggested and is producing a fashion show; Miss Farè Gusté selected her own songs with musical accompaniment and a bilingual presentation. The parents of East New York Vicational High School have done their own unadulterated cooking. Our warmest thanks to all these wonderful Haitian-Americans.

Our thanks also to: Mr. Pedro Montalvo for the loan of Haitian artifacts, and Mrs. Natalia Davis, our Institute adviser, both with the Brooklyn Public Library's Spanish Information Center in Williamsburgh; Mrs. Eleanore Kaluzing, Institute Administrative Assistant; Professor David Cohen, Institute Director and Mr. Henry Zephirin, District 32, Bilingual Program. All of these people have made the workshop possible. And, of course, thanks to all of you for coming and supporting our efforts.

We hope you all enjoy this evening as much as we expect to.

The Workshop Committee: Carl Lanna
Eve Hachmann
Andrew Ippolito
Mercedes Rowe

For Your Consideration:

Given the information about the heritage and culture of Haitian-Americans, what should we be doing in our public shool and college libraries with programs and services for this group.

Recommended Readings About Haitian-Americans:

1. Anderson, Jervis. "Haitians of New York," New Yorker, March 31, 1975, p. 50.
2. Gaillard, F. "Double Standards on Refugess," Progressive, March, 1974, p. 10.
3. _____ "Question of Where You Came From: Conference on the Plight of Haitian Refugess," New Yorker, July 15, 1974, p. 23.
4. Powers, Thomas. "Scandal of U.S. Immigration: The Haitian 'Example,'" Ms, February, 1976, p. 62.

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #29

Prof. David Cohen
May 17, 1978

ETHNICITY AND LIBRARIANSHIP INSTITUTE II

Recapitulation of Video Techniques; Video Training; Feedback on Trip Experience (Williamsburgh, Henry Street Settlement and Chatham Square); Task Force Reporting.

6:00 - 7:00 Barbara Martin will discuss and demonstrate camera techniques and other production tips. There will be a discussion of how video production can be applied to library programming most effectively. Camera techniques: via close circuit TV - focus, zooming, panning, picture composition, headroom, background; handheld cameras versus tripod support; titling; how to shoot for editing.

7:00 - 7:30 Feedback on Trip Experience

7:30 - 7:45 Break

7:45 - 8:45 Task Force Reporting

(7:00 - 8:45 Those participants interested in further "hands-on" experience with the video equipment will have the opportunity to make a mini-program.)

Selected Readings:

Harwood, Don. Everything You Always Wanted to Know About Video Tape Recording. Queens, New York: VTR Publishing Co., 1974.
Harwood, Don. Video As a Second Language; How to Make a Video Documentary. Queens, New York: VTR Publishing Co., 1975.
Marsh, Ken. Independent Video. San Francisco: Straight Arrow Books, 1974.
Murray, Michael. The Videotape Book. New York: Bantam Books, 1975.
"Video and Kids," Radical Software/Changing Channels. New York: Gordon and Breach, 1974.
Videofreex, The Spaghetti City Video Manual. New York: Praeger Publishers, 1974.

Periodicals:

"Educational Broadcasting."
"Educational and Industrial Television."
"Media and Methods."
"Videography."

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

L.S. 762 I
Session #30, CF 208

Prof. David Cohen
May 24, 1978

ETHNICITY AND LIBRARIANSHIP INSTITUTE II

FINAL CURTAIN: Valedictory Session

Scene 1. Findings, ethnicity, media, services
2. Publishing program for dissemination of institute findings
3. Prospectus for the future
4. Critical assessment by evaluation tean and participants

CAST OF CHARACTERS:

6:00-6:30

1. Professor Laurence Sherrill, Pratt Institute Graduate School of Library and Information Science, will administer instrument of evaluation to those present.

6:30-7:30

2. Joseph and Grace Giordano, Louis Caplan Center on Group Identity and Mental Health, will discuss with the participants, institute experiences, findings, and programs for future implementation on the job.

7:30-7:40

3. Professor David Cohen - Hail and Farewell, Adios, Au Revoir, Auf Wiedersehen, ...

7:40-9:00

4. Suzine Har Nicolescu - Participant Extraordinaire -- LET'S CELEBRATE!

5. Participant Roster

6. F I N I S!

ETHNICITY & LIBRARIANSHIP INSTITUTE II

ADVISORY COMMITTEE MEETING-OCTOBER 11, 1977, MINUTES

Present:

Natalia Davis
Phyllis Fogelman
Don Harwood
Richard Hyman
Stanley Lewis
Mordine Mallory
Joan Neumann
Lucille Thomas
Carmen Velkas
Judith Whipple

Agenda:

1. Introduction
2. Welcome by Library Science Chairperson, Dr. Hyman
3. Report on Institute progress
4. Report on Fellowship program/Subcommittee
5. Proposal for future funding
6. Proposal for bilingual training program for librarians - due November 15, 1977
7. Round robin from advisory committee
8. Next meeting.

Minutes:

David Cohen, Director, opened the meeting at 4:00 P.M. in Dr. Hyman's office. Introduction was made all around of those present. He explained why we are video-taping and recording the sessions. This is not only a record for us, but the tapes will be released for dissemination to interested persons. This area must be developed and explored further. He gave an explanation of the committee's function: which was to be responsible for both the institute and the fellowship program in terms of helping to improve their quality and usefulness with suggestions and advice.

Dr. Hyman, Chairperson, welcomed the committee and thanked them for accepting membership. He stated that these programs were good for the department, the city and the profession of librarianship. He stated that these programs have to be financed from the outside, too, e.g. Associations, Ethnic Groups, Knights of Columbus, B'nai B'rith, etc. He stated that this important undertaking should be made a permanent thing. These programs should become known nationally. He explained that the function of the money is to pay resource people. An explanation of the

course of study was given. He stated that there were several questions that they must address themselves to:

a. how to reach people as well as the need to reach people for their support of libraries in the community with special services;

b. how to get the much-needed materials out to the people in the community.

Professor Cohen stated that this is the first time post-graduate credit is being given for the institute course of study. The hope, of course, is to approach the realities of a permanent institute with local funding.

Dr. Hyman explained that the new requirements to serve as librarians in an urban setting are very demanding. Can they select books and evaluate recent materials.

Lucille Thomas asked if there was a follow-up on previous fellows--where they are and what they are doing.

Carmen Velkas asked whether she could have videotape copies of the sessions if she were to supply blank tapes for that purpose.

Proposal for Bilingual Training Program for Librarians--due to be filed in Washington by November 15, 1977. There was agreement that it was necessary to convince the U.S.O.E. of the need for such a program in the Library Science Department.

Proposal for Future Funding: The committee was reminded that it must give thought to explore the possibility of future funding from private sources, e.g. Rockefeller Foundation, National Endowment for Humanities, etc. Suggestion was made that the approach to possible sources of funding stress that this was an inexpensive program that would benefit a great many. Ms. Carmen Velkas suggested offering an internship.

Round Robin Discussion: Publishers have benefited from this type of program. Materials are being bought, although the demand has not been consistently strong. Question was raised as to how to make people aware that materials are available.

Response was that it was a very individual kind of matter, i.e. there must be constant publicity. Also, publishers are not doing too well in selling; conclusion was that this generally was a response to the poor economy.

Next Meeting: Wednesday, December 14, 1977, at 4:00 P.M. in CF 259.

QUEENS COLLEGE
of THE CITY UNIVERSITY OF NEW YORK
FLUSHING · NEW YORK 11367

LIBRARY SCIENCE DEPARTMENT
Biblicity and Librarianship Institute
(U.S.O.E. Grant)
David Cohen, Director

TELEPHONE: 212-520-7194
Dr. Marcia A. Gaillard
Associate Director

Dr. Richard J. Hyman
Chairperson, Lib. Sci. Dept.

November 30, 1977

We are planning to have our second meeting of the Institute Advisory Committee on Wednesday, December 14, 1977 at 3:30 P.M. in Dr. Hyman's office, CF 259.

We will be discussing: 1) progress in the Institute; 2) work of the fellows; 3) input for creative and successful library programs. Of course, we are anxious to hear your reaction to the Institute and Fellowship Programs as discussed at our first meeting. Since I last saw you we have filed a grant proposal under Title VII, Bilingual Education, for a mini training sequence of courses for teachers and librarians working in bilingual schools.

We also are filing once again a proposal for fellows in both the Master's level and post-Master's level. The deadline for this is before we meet again, but if you have any ideas or suggestions please let me know immediately.

We have a special program planned for 6 P.M. the same day to serve both the Institute participants and the four fellows. We have invited Sanford Berman, Head cataloger, Hennepin County Library (Edina, Minnesota), see enclosed leaflet. I hope that it will be possible for you to attend, as he is the leading exponent in the country for organizing collections to make them more meaningful and accessible in relation to minorities.

After the business meeting is over we will have dinner again at the Grove Restaurant in the Student Union Building. I hope you can make it.

Warmest regards,

David Cohen, Director

encl:
DC/ek

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

ETHNICITY & LIBRARIANSHIP INSTITUTE II

AGENDA FOR ADVISORY COMMITTEE MEETING 12/14/77

I. Introduction

II. Arrangements for Berman lecture; also Frank Stevens, USOE Library Officer

III. Grant proposals recently filed
   a. Bilingual training for librarians-teachers
   b. Fellowships on Master's level and Post-Master's level

IV. Report on Institute progress - need for more input into programming--how can we best do this?

V. Round Robin from Advisory Committee members - reaction to items from first meeting

VI. A.L.A. & N.Y.L.A. ethnic activity
   a. Round table for ethnic minorities
   b. Task Force on Ethnic Services for N.Y. State

VII. Conversations with Port Washington Public Library

VIII. Next Meeting - February 15, 1978

Advisory Committee:

Natalia Davis
Carmine Diodati
Phyllis Fogelman
Richard Gambino
John Haney/Donald Harwood
Richard J. Hyman
E. J. Josey
Stanley Lewis
Mordine Mallory
Joan Neuman
Lucille Thomas
Carmen Velkas
Judith Whipple

ATTENDIX IX

QUEENS COLLEGE

of THE CITY UNIVERSITY OF NEW YORK

FLUSHING · NEW YORK 11367

LIBRARY SCIENCE DEPARTMENT
Ethnicity and Librarianship Institute
(U.S.O.E. Grant)
David Cohen, Director

TELEPHONE: 212-520-7194
Dr. Morris A. Gelfand
Associate Director

July 28, 1977

Dear Colleague,

May we have your help in distributing the enclosed announcements dealing with an Institute on Ethnicity and Librarianship for the academic year 1977/78.

We are soliciting applications from your staff which must be in our hands by September 1, 1977. In addition there are some folders dealing with the availability of four (4) minority fellowships leading to the degree of Master of Library Science.

We appreciate your cooperation in distributing these materials.

Thank you.

Sincerely,

David Cohen,
Director
Institute

DC/ek

QUEENS COLLEGE
of the City University of New York
Flushing, New York 11367

Contact: Thomas G. Ford
(212) 520-7220
David Cohen
(212) 520-7194

#4485
7/22/77

FOR IMMEDIATE RELEASE

"Ethnicity and Librarianship II," an institute funded by the U.S. Office of Education for thirty (30) school, public and college librarians, will take place at Queens College of the City University of New York during the academic year 1977-78. The institute is for those with graduate library degrees.

According to Dr. Richard J. Hyman, Chairperson of the Queens College Library Science Department, the institute will deal with multi-ethnic library materials and programs for minority groups in the New York metropolitan area. Emphasis will be on the concept of ethnicity and the responsibility of librarians for developing library collections and services which clearly reflect the multi-ethnic compostion of New York and its environs.

This institute is a follow-up of an institute held in 1975 at Queens College which concentrated on the major minority groups throughout the country, such as Afro-Americans, Asian-Americans, Irish-Americans, Italian-Americans, Jewish-Americans, Mexican-Americans, Native Americans, Polish-Americans, Puerto Ricans, etc. Numerous other ethnic groups, which have recently found their way into the New York metropolitan area, will be considered in the current institute.

MORE

The institute is designed to contribute to the improvement of library service to children, young adults and adults with minority/ethnic orientation. It will examine creative programs and identify materials which present a more positive view of minority groups. Authors, editors, librarians, publishers and resource experts in ethnicity are being invited as guest speakers. Each session will be videotaped for the purpose of dissemination as an ethnic document. Participants will also be trained to do their own videotaping.

Applications should be addressed to Professor David Cohen, Queens College Library Science Department, Flushing, New York 11367. Those librarians who themselves come from minority/ethnic groups and who have had some experience in working with minorities are urged to apply. Those completing the program satisfactorily will receive six graduate credits on the post-masters level. Tuition will be waived by Queens College.

The goal of the institute will be the improvement in the ability of librarians, publishers, writers, editors, and teachers to meet more effectively the recognized crucially important information needs of our minority populations. The leaders of the institute will be Professor David Cohen, Director, and Mrs. Barbara Martin, Video Coordinator.

###

HS Students Can Look Into Futur(

by MARK LIFF Daily News 9/29/77

High schoolers who are uncertain about their fu-e should look in'o the New York City National ollege Fair. The fair will be held at the New York oliseum Oct. 14 and 15. Admission is free. Represen-tives from more than 300 colleges are expected.

Escalators will take students to the third and ourth floors. And if you're taking those agonizing \T exams on Saturday, this fair will run until 6 p.m. giving you ample time for both!

VISITORS TO THE FAIR also will be given a free rectory of participants. The directory also makes a luable reference even after the fair is over. Repre-ntatives from the College Entrance Examination oard (CEEB) and the American College Testing Pro-am (ACTP) will be at the fair to discuss their test-g procedures and tell you of future dates.

•

SPEAKING OF EXAMS, St. John's University will fer preparation courses for the December SAT exams. Classes will cost $125 per student and begin next week. Contact the university for details.

•

SCHOOL DISTRICT 29 (St. Albans-Queens Village) has received a $10,000 grant from the federal government for a program called, "Infusion of Arts into the Curriculum." The grant was one of 77 awarded by the Department of Health, Education and Welfare, and is the maximum amount allowable. The central Board of Education also received two $10,000 grants for arts-in-the-curriculum programs. And School District 4 (Upper West Side) has also been given $10,000 for "Arts Resources for Teachers."

•

QUEENS COLLEGE HAS RECEIVED a $35,000 HEW grant for a program called, "Ethnicity and Librarianship." It's part of $2 million handed out for library and training programs.

•

New institute covers multi-ethnic material

N.Y. Post 9/27/77

"Ethnicity and Librarianship II," an institute funded by the U.S. Office of Education for school, public and college librarians, will be given at Queens College during the coming school year.

The institute, for those who already have graduate library degrees, will deal with multi-ethnic library materials and programs

Applications should be addressed to Prof. David Cohen,

Campus Calendar

MAY 11, THURSDAY

Queens College Choir conducted by Paul Maynard. Schubert Mass in E flat; Braham Song of Destiny.

QC Task Force on Aging final meeting in Newman Center, SU 208. Skits will be performed by older people about their life experiences. The group is from Double Image Theatre in New York. Call 520-7212 for info.

Medical Awareness Committee year end party at free hour in NSF 220. Ballots due by 6:00 pm.

SA Job interviews: New Jersey "Y" camps from 10-4 in SU 303.

CUPB movie—"The Late Show" in room 410 at 7:30.

Arts and Awareness speaker in SU 404 on free hour. Yusef ben Jochannan on "Africa's Gift to the World."

RAP—Radical Action Program is having a resume writing workshop at House 13 on 61st Road at free hour.

Bench and Bar elections. Only members can vote and/or run for a position.

MAY 12, FRIDAY

CUPB Mayfest Sock-hop SU 4th floor 8:30 to 1 pm.

Queens College Opera Studio gala presentation of staged scenes from Mozart's Cosi Fan Tutti and Marriage of Figaro, Poulenc's Dialogue of the Carmelites, Strauss' Die Fledermaus and Gounod's Faust. 2:00 in Rathaus Recital Hall. Hugh Weisgall director.

Andy Lustig's Senior Recital at 3:30

MAY 8, MONDAY

ULAS Arts and Crafts show in the Newman Center, SU 207, from 10 am to 9 pm, through Wednesday.

SU Crafts Fair outdoors in front of the Union on the North Patio through Thursday.

MAY 9, TUESDAY

Queens College Chorus conducted by Robert White. Schubert Mass in C Major. Colden Auditorium at free hour.

Second symposium on "Black Consciousness in the Year 1978"—Ethnicity in America: An Update— at 7 pm on the 4th floor of the Union. Speakers include Basil Patterson, Dr. Roscoe Brown.

MAY 10, WEDNESDAY

The Hation-American Experience panelists including editor of the Haiti Observateur and Henry Frank of the Museum of Natural History among others; and representatives from the Haitian Arts. In the Union room 208 from 6 to 9 pm.

MAY 13, SATURDAY

Queens College Choral Society with Queens College ORchestra. Carl Eberl, conductor. Works of Mozart, Debussy and Borodin. Tickets $3 and $4. Colden Auditorium at 8:30 pm.

APPENDIX V

QUEENS COLLEGE

of THE CITY UNIVERSITY OF NEW YORK

FLUSHING • NEW YORK 11367

LIBRARY SCIENCE DEPARTMENT
Ethnicity and Librarianship Institute
(U.S.O.E. Grant)
David Cohen, Director

TELEPHONE: 212-520-7194
Associate Director
Dr. Richard J. Hyman,
Chairperson, Lib. Sci. Dept.

QUEENS COLLEGE LIBRARY SCIENCE DEPARTMENT

cordially invites you to attend a regular session

of the

ETHNICITY AND LIBRARIANSHIP INSTITUTE II

to hear an address by:

SANFORD BERMAN,

Head Cataloger, Hennepin County Library, Editor, Cataloging Bulletin and author, Prejudices and Antipathies: A Tract on LC Subject Heads Concerning People.

on

ETHNIC ACCESS: NEW APPROACHES IN ORGANIZING LIBRARY COLLECTIONS or CRITIQUES AND REFORMS IN CATALOGING.

Wednesday, December 14, 1977, 6-8 P.M.

Queens College Student Union Building, Room 208A

Kissena Blvd. and Melbourne Avenue.

R.S.V.P. 520-7194
Refreshments will be served
Dinner available in Grove. Rest.

QUEENS COLLEGE
of THE CITY UNIVERSITY OF NEW YORK
FLUSHING • NEW YORK 11367

LIBRARY SCIENCE DEPARTMENT
Bibliothecal and Librarianship Institute
(U.S.O.E. Grant)
David Cohen, Director

TELEPHONE: 212-520-7194
Dr. Wanda A. Dalton
Associate Director
Dr. Richard J. Hyman,
Chairperson, Lib. Sci. Dept.

QUEENS COLLEGE LIBRARY SCIENCE DEPARTMENT

cordially invites you to hear an address by:

FRANK A. STEVENS,

Chief of Library Training and Resource Bureau
Bureau of Libraries and Educational Technology
United States Office of Education

on

Impact of Federal Library Training Programs on Minorities; Recruitment, Special Training, Opportunity, Resources and Services.

Wednesday, January 11, 1978, 8:00 P.M.

Queens College Student Union Building, Room 208A

Kissena Blvd. and Melbourne Avenue.

R.S.V.P. 520-7194

QUEENS COLLEGE
of THE CITY UNIVERSITY OF NEW YORK
FLUSHING • NEW YORK 11367

LIBRARY SCIENCE DEPARTMENT
Ethnicity and Librarianship Institute
(U.S.O.E. Grant)
David Cohen, Director

TELEPHONE: 212-520-7194
[redacted]

Dr. Richard J. Hyman,
Chairperson, Lib. Sci. Dept.

QUEENS COLLEGE LIBRARY SCIENCE DEPARTMENT

cordially invites you to attend a regular session

of the

ETHNICITY AND LIBRARIANSHIP INSTITUTE II

to hear an address by:

MS. LUCILLE C. THOMAS,

Assistant Director, Center for Library Media

and Telecommunications, NYC Board of Education,

and President, New York Library Association.

on

LAP: LIBRARY AWARENESS PROGRAM; OR HOW THE LIBRARY PROFESSION CAN WIN PUBLIC SUPPORT FOR LIBRARIES.

Wednesday, March 15, 1978, 7:45 P.M.

Queens College Community Facilities Building,

Room CF 208 (across from the campus) look for

Queens College Bookstore.

PLEASE POST

R.S.V.P. 520-7194
Refreshments will be served

QUEENS COLLEGE

of THE CITY UNIVERSITY OF NEW YORK

FLUSHING · NEW YORK 11367

LIBRARY SCIENCE DEPARTMENT
Ethnicity and Librarianship Institute
(U.S.O.E. Grant)
David Cohen, Director

TELEPHONE: 212-520-7194
Dr. Morris A. Gelfand
Associate Director

QUEENS COLLEGE LIBRARY SCIENCE DEPARTMENT

cordially invites you to attend a regular session

of the

ETHNICITY AND LIBRARIANSHIP INSTITUTE II

to hear an address by:

PROF. GERALD R. SHIELDS, ASST. DEAN
SUNY at Buffalo School of Information and Library Studies;
Candidate for the Presidency of the American Library Association

on

THE LIBRARIAN'S RESPONSIBILITY TOWARDS RACISM, SEXISM AND ETHNIC DISCRIMINATION:

NEUTRALITY? AWARENESS? ADVOCACY?

Wednesday, May 3, 1978, 6 P.M.

Queens College Community Facilities Building,

Room CF 208 (across from the campus) look for

Queens College Bookstore.

PLEASE POST

R.S.V.P. 520-7194
Refreshments will be served

APPENDIX XI

QUEENS COLLEGE
LIBRARY SCIENCE DEPARTMENT

Prof. David Cohen

L.S. 762 I

ETHNICITY & LIBRARIANSHIP INSTITUTE II

TASK FORCES

1. Asian American Resources

   Caroline Townes
   Suzine Mar Nicolescu

2. Bibliography of Minority Reference Works

   Glenderlyn Johnson
   Dorothy Fludd

3. Bibliography of Multiethnic Literature (children, young people & adults) (print & non-print)

   Kathleen Cusack
   Shirley Rappaport
   Ethel Glicker
   Joseph Johnson

4. Career Education

   Bernice Levy
   Susie Frisby

5. Community/Parent Education

   Selma Moskowitz
   Esther McGar
   Marilyn Arons

6. Focus on Access for Youth

   Alma Scriven
   Johnnie Dent
   Harriet Rabinowitz

7. Prototype of Workshop "The Ethnic Connection"

   Andrew Ippolito
   Mercedes Rowe
   Carl Danna
   Evangeline Machrann

8. Special Programs for Reaching the Unserved

   Donna Hoke
   Arlene Goldstein
   Lenora Cordell
   Barbara Gregory
   Jackie Eubanks

9. Videotape on Staff Awareness (human relations)

   Rea Zack
   Esther Ratner
   Raymond Pena
   Dorothy Puryear

APPENDIX XII

ETHNICITY & LIBRARIANSHIP INSTITUTE II
PARTICIPANT LIST

Marilyn Arons
532 West End Avenue
Elizabeth, N. J. 07202
(201) 353-0040
Media-Specialist
Teacher-Librarian
Edison Voc. & Tech. High School
(201) 353-2200 Ext. 365

Lenora Cordell
21 St. James Place, Apt. 19C
Brooklyn, New York 11205
(212) 789-7220
Librarian
John Steptoe Library, P.S. 308
(212) 574-2338

Kathleen Cusack
419 West 33 Street
New York, N.Y. 10001
(212) Wi 7-7668
A.V. Coordinator,
Tchr of Amer. Studies
St. Michael High
(212) 563-2547

Carl Danna
86-07 144 Street
Jamaica, N.Y. 11435
(212) AX 7-5053
Librarian
Dutch Lane Elem. & Hicksville High
(516) 733-2131

Ms. Johnnie Dent
32-19 106 Street
E. Elmhurst, N.Y. 11369
(212) 898-4022
Librarian, Young Adult Div.
Queens Borough Public
(212) 739-1900, Ext. 231

Jackie Eubanks
60 Remsen Street, #10E
Brooklyn, N.Y. 11201
(212) 624-2290
Bibliographer for Africana &
Puerto Rican Studies
Brooklyn College Library
(212) 780-5340

Jacqueline Fierstein
2068 79 Street
Brooklyn, N.Y. 11214
(212) 232-5434
Head Librarian
Jackie Robinson I.S. 320
(212) 693-6655

Dorothy Fludd
3520 Olinville Avenue
Bronx, N.Y. 10467
(212) Ki 7-1446
Sr. Librarian
Mid-Manhattan Library, NYPL
(212) 790-6593

Susie Frisby
41 Gusto Lane
Roosevelt, N.Y. 11575
(516) 868-8772
Librarian
Roosevelt Jr.-Sr. High
(516) 378-7302, Ext. 28

Arlene Goldstein
1122 Aron Place
N. Bellmore, N.Y. 11710
(516) 221-6837
Head of Childrens' Services
Freeport Memorial
(516) 379-3274

Barbara Gregory
169 West Lincoln Ave.
Mount Vernon, N.Y. 10550
(914) 667-5940
Librarian
Mount Vernon Public Library
(914) 668-1840

****

Donna Hoke
104-29 191 Street
Hollis, N.Y. 11412
(212) Ho 4-5760
Librarian
Queens Borough Public
(212) 739-1900

Andrew Ippolito
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Director
Newsday, Inc.
(516) 222-5090

Glenderlyn Johnson
P.O. Box 98, Soundview Station
Bronx, New York 10472
(212) 991-6198
Selection Officer
Schomburg Center for Research in
Black Culture
(212) 862-4045

Joseph Johnson
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Librarian
Mark Hopkins I.S. #33
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Bernice Levy
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Fresh Meadows, N.Y. 11366
(212) 454-8621
Librarian, Library Media Specialist
Mineola High School
School (516) 294-6470
Library (516) 294-6635

Esther McGar
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Mamaroneck, N.Y. 10543
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Librarian
R.J. Bailey School
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Selma Moskowtiz
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Librarian
Henry Bruckner J.H.S. 101
(212) 822-5302

Suzine Har Nicolescu
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Systems Analyst; Coordinator of
Publications; Non-Book/Spec. Colls.
Processing
Medgar Evers College Library
(212) 735-1856

Ethel Olicker
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Flushing, N.Y. 11358
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Teacher of Library Media
Library, Jr. H.S. 189
(212) Fl 9-6676

Prof. Raymond Pena
Bergen Community College
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Paramus, N.J. 07652
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Media Advisor
Bergen Community College

Dorothy Puryear
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Librarian-trainee
Queens Borough Public-Langston Hughes
(212) 651-1100

Harriet Rabinowitz
140 Union Street
Valley Stream, N.Y. 11580
(516) 872-0720
Asst. Film Librarian
Queens Borough Public-Film Div.
(212) 739-1900

Shirley Rappaport
286 Corbin Place
Brooklyn, N.Y. 11235
(212) 332-8564
Teacher of Library
John Dewey High
(212) 373-6400

Esther Ratner
107 Harrison Street
Lawrence, New York 11559
(516) 239-9225
Library Media Specialist
Roslyn High School Library
(516) Ma 1-4900

Mercedes Rowe
501 Webster Avenue
New Rochelle, N.Y. 10801
(914) 235-7374
Dist. Coordinator
Community School District #11
Dist. Office (212) 920-1414
Coord. Off. (212) 920-1424

Alma Scriven
594 East 25 Street
Paterson, N.J. 07514
(201) 742-9212
Librarian
Paterson Public
(201) Es 3-3200, Ext. 279

Caroline Townes
133-20 232 Street
Laurelton, N.Y. 11413
(212) 723-4650
Librarian
P.S. 95
(212) 739-0007

Rea Zack
162-04 12 Road
Beechurst, N.Y. 11357
(212) 746-4379 (unlisted)
Teacher-Librarian
P.S. 689
(212) 821-7246

*Evangeline Hachman
278 Burns Street
Forest Hills, N.Y. 11375
(212) 544-6254
Teacher of Library
E. N.Y. Voc. Tech. High
(212) 647-5204, Ext. 13

Cecile Saretsky
56 Colony Lane
Roslyn Heights, N. Y. 11577
(516) 621-3634
Librarian, Great Neck High School South
(516) 482-8650

Barbara Martin June 1, 1978

Final Report on Media in Ethnicity Institute

By the end of the school year, all participants received a minimum of two training sessions. Those librarians who were particularly interested in applying video techniques to their library situations, were given the opportunity for further production experience. This included additional classroom instruction, on-location shooting during group field trips and observation of editing procedures.

Several students have used their video production training to produce programs in their own libraries. The finished products were analyzed and evaluated by the media instructor and then discussed with the individual producers. The tapes were then shown to the Institute participants for further discussion. The nature of these programs varied greatly and showed the diversity in which video can be applied to library situations. The following is a partial list of these productions:

- A look at problems and practices of serving bilingual Portuguese high school students. This 7 minute, color videotape is accompanied by a transcript and appropriate bibliography.

- A comparative study of Spanish book usage by two different classes in an elementary school library. This 10 minute, black and white tape explores the reasons why the book collection is used more by one group than the other.

- A tape of a book talk with 5th grade students, parents and teachers in a school library focuses on the ability of poor readers to express themselves and benefit from such a discussion. 45 minutes, black and white, unedited.

- The services of the new El Centro Hispano de Informacion are explained on this 30 minute, black and white tape that emphasizes the problems of making the Spanish speaking community aware and accepting of the Center and libraries in general.

Other productions include documentation of library programs, school projects and community events.

Each class session was video and audio taped to document the guest lecturer and class discussion. These color videotapes are in the process of being edited into half hour programs. Along with appropriate bibliographies, transcripts of the audio tapes and other pertinent material, they will be packaged for dissemination. Numerous requests have been made for copies of individual programs. Those who have received tapes or will shortly, include Institute participants, guest speakers, local libraries and schools.

A 45 minute composite videotape of guest speakers was shown at the Bryant Library, Roslyn, N.Y., Centennial Anniversary Conference Program, "Libraries of the Future," April 3-7, 1978. This same tape was also shown in other media classes in the

Library Science Department.

A tape is currently being prepared to be shown at the American Library Association Conference in June during the Video Showcase presentation. It will be a representative sampling of the guest speakers who have addressed the Institute this past year.

APPENDIX XIV

QUEENS COLLEGE
of THE CITY UNIVERSITY OF NEW YORK
FLUSHING · NEW YORK 11367

LIBRARY SCIENCE DEPARTMENT
Ethnicity and Librarianship Institute
(U.S.O.E. Grant)
David Cohen, Director

TELEPHONE: 212 520 7194
Dr. Richard J. Hyman
Chairperson, Lib. Sci. Dept.

June 12, 1978

EYE ON ETHNICITY
Color, 15 Minutes
1977 - 1978

Excerpts of presentations by guest speakers to the Ethnicity and Librarianship Institute II; Multiethnic Library Materials, Programs and Services in New York City and Its Environs. The Institute was designed to contribute to the improvement of library services to children and young people and adults with ethnic minority-group orientation. It focused on providing better materials and program planning for all ethnic groups in the Metropolitan New York area. Around this central theme the Institute was organized into four major units:

Ethnic Studies: heritage and contributions of minority groups and their treatment in library materials: demography, history, politics, and sociology was covered.
Development of library programs for minorities: assessment of ongoing programs and new designs in programming.
Library resources for minorities in public, school and college libraries.
Ethnic resource facilities in Metropolitan New York.

1. Gin Woo - Co-coordinator, Asian-American Resource Center and Basement Workshop.
2. Yuri Suhl - Author.
3. Sharon Wigitoff - Children's Book Editor, Feminist Press.
4. Dorothy Starks - Home/School Liaison Coordinator, Title IV; American Indian Community House.
5. Sanford Berman - Head Cataloger, Hennepin County Library.
6. Anna Arnold Hedgeman - Author, Educator.

The full programs that are excerpted in this tape will be available for dissemination shortly.

Please request information from David Cohen at the above address.

10/26/78
copies to: Dean M. Mankoff, Acting Dean of the Social Sciences Division
Dean E. Hayon, Dean of Graduate Studies
(as per Dr. R. J. Hyman)

Mr. Thomas G. Ford
C.F. 351

October 25th, 1978.

PRESS RELEASE

(for all campus student newspapers and the Faculty-Staff Newsletter)

At the 1978 summer American Library Association Conference held in Chicago, there was a Video Showcase held under the auspices of Video and Cable Communications Section. Twenty-five tapes were shown; six awards were given for various accomplishments of the tapes shown.

One of the awards was won by this Department, represented by Prof. David Cohen, Director of the Department's Fellowship Programs and Ethnicity Institutes. The award, for the "Most Complex" film, was for the video cassette entitled, "Eye On Ethnicity", which was based on major sessions of the Institute on Ethnicity and Librarianship which was held at this Department during 1977-78.

Students and faculty are invited to view this cassette by appointment with Prof. David Cohen, of this Department — phone: 520-7194.

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David Cohen
Program Director